

The Heights Primary School Policy for Curriculum

Version 1.5

October 2018

Responsible officer: Headteacher

Responsible Committee: Curriculum, Standards and Progress Committee

Date of last review: October 2018

Date of next review: October 2019



1. Introduction

At The Heights we believe that the curriculum is a powerful tool that promotes a love of learning and a willingness to explore and take risks, whilst at the same time having fun. We use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

We will continually review our curriculum at The Heights as it will evolve according to the needs of our children and to the aspirations of the staff and community.

2. Values

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We use the community to enrich the curriculum.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about and are positively encouraged to become involved the curriculum through termly curriculum overviews, weekly parent planners, homework and curriculum information on the website,

3. Aims and Objectives

The aims of our school curriculum are:

- To prepare children for the opportunities, responsibilities and experiences of later life.
- To enable all children to understand that they are all successful learners.
- To enable children to understand the skills and attributes needed to be a successful learner.
- To enable children to develop their own personal interests.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the basic skills of Reading, Writing, Maths, Science and Information Technology (IT);
- To enable children to be creative through art, dance, music, drama and design technology;
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;

- To enable children to be positive citizens in society and to feel that they can make a difference;
- To enable children to understand and respect other cultures;
- To fulfil the requirements of the National Curriculum;
- To help children to have an awareness of their own spiritual development, and to understand right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- To enable children to be active, to appreciate the importance of a healthy lifestyle and take responsibility for their own health;
- To enable a child to play appreciate music and play a musical instrument;
- To enable children to be passionate about what they believe in and to develop their own thinking;
- To enable children to ask questions and take risks.
- To enable children to develop their intellect including their emotional development.

4. Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those that our teachers write on a weekly basis.

In the Foundation Stage, Key Stages 1 and 2 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Over the six terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

5. Well-Being

At The Heights we understand the importance of children's well-being and mental health. Every day, all children take part in Mindfulness sessions such as Headspace and or Peer Massage and children explore and discuss issues relating to their well-being in their PSHE lessons. Children also have access to the school's Nurture Room at lunchtimes, Play Therapy and Canine Assisted Learning.

6. Children with Additional Needs

At The Heights we aim to be fully inclusive and the curriculum is designed to provide opportunity, challenge and achievement for all children who attend the school.

If a child has an additional need, our school does all it can to meet their individual needs and aims for all pupils to be able to make at least good progress. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs as is clearly explained in the school SEND Policy.

If a child displays signs of having additional needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide carefully differentiated resources and educational opportunities which meet the child's needs within the usual class organisation. Lessons are planned to ensure there are no barriers to every pupil achieving.

If a child is not able to demonstrate good progress with this support the appropriate specialists and external agencies may be involved by the school. Additional resources and support may be provided if a child is

assessed for and gains an Education and Health Care Plan.

7. The Early Years Foundation Stage

The curriculum planning in EYFS focuses on the seven areas of learning: personal, social and emotional development; communication and language; literacy; mathematical development; knowledge and understanding of the world; physical development and expressive arts and design.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the EYFS classes builds on the experiences of the children in their pre-school learning and is often led / directed by the children's own interests and questions. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area and to facilitate the children's learning through a flexible and responsive approach to their interests and questions.

During the children's first term in school, their teacher begins to assess each child. This baseline assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by having a carefully planned induction process including home visits. This relationship is nurtured throughout their time in Foundation Stage and into KS1.

8. Key Skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Computing;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

We strive to develop these skills across the curriculum.

9. Extra-Curricular Activities

We are committed to developing the whole child. We will continue to extend the curriculum by offering extra-curricular activities, including: Football, Tag Rugby, Multi Skills, Hockey, Little Cricket, Netball, Athletics, Create and Make, Art Pod, Choir, Chess, French, Spanish and Chinese Mandarin.

10. Monitoring and Review

Our governing body's Curriculum and Standards Committee is responsible for monitoring the way the school curriculum is implemented.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the curriculum through planning, classroom observation and liaising with the teaching staff.

Amendments:

<u>Version</u>	<u>Date</u>	<u>Updated/reviewed</u>
1.1	June 2014	First version finalised
1.2	November 2014	Updated following review at Curriculum Committee meeting.
1.3	June 2017	Updated following review at Curriculum Committee meeting.
1.4	January 2018	Updated by HT and AHT.
1.5	October 2018	Updated by HT.