



# Curriculum Policy

Approved by LGB	February 2023
Next review due	September 2024
Frequency	Annually

### Our School Vision:

**We believe every child** has the right to be a successful and confident citizen who is able to make a positive contribution to the world they live in.

Our motto is 'Learning today, to make a difference tomorrow'

### Our School Values:

#### **Compassion - we show kindness and understanding to everyone**

We show kindness to one another.

We help one another.

When someone is feeling hurt or sad, we try to make them feel better.

We use kind words

#### **Responsibility - we think about the impact of our actions.**

We make good choices about our behaviour.

We think about how actions affect others.

We look after our own and other people's property.

We care for our environment

#### **Courage - we are brave and believe we can**

We are not afraid to take risks or make mistakes.

We will have a go at something new.

We do not give up when we find something difficult.

We will try things that we may be a little afraid to do.

#### **Respect - we value everyone in all we do.**

We show good manners.

We listen to others and their ideas.

We treat each other as we would like to be treated.

We celebrate differences and similarities between people.

### Our School Aims

- Every member of our school community will understand, live and breathe each of our core values. to challenge, develop and nurture the 'Whole Child' so they are able to grow into confident, resilient and emotionally literate citizens of the future.
- Our children will receive a broad and balanced experience that progressively builds and deepens knowledge, understanding and skills across the curriculum.
- Our school community will work in partnership with parents, carers and governors
- Our children will leave Hatchlands physically and mentally healthy and equipped with the skills to prepare them for their future.
- Our children will have high aspirations and no limits on their learning,
- All children will achieve, regardless of their background or starting points.

### Our One School Rule:

**We show kindness and respect to everyone.**

### Introduction:

Our Hatchlands Curriculum is derived from the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years Framework for Reception. Our engaging and well-planned curriculum is balanced and broad and is based on our school values. It consists of activities designed in the school to develop children's academic, personal, social and physical skills.

The curriculum comprises all of the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others, whilst developing knowledge, skills and positive attitudes to learning, in order that every child can succeed.

### Our curriculum intent:

Our intent and ambition for our curriculum is to meet and exceed the requirements of the national curriculum and enable increasing proportions of learners to progress well in all year groups across all subjects and attain or surpass age related expectations in Reading, Writing and Maths by the end of KS2.

Learners will receive a broad and balanced experience that progressively builds and deepens knowledge, understanding and skills across the curriculum. The importance of Reading, Writing and Maths is recognised in all areas of learning. We aspire for every child to be confident, resilient and self-motivated to enable them to become globally responsible citizens of the world with skills for learning and life.

We know that through developing and embedding positive learning dispositions; thinking skills, effective communication and self management of personal and social competences, children flourish.

Our school values are at the core of all of our interactions and underpin every aspect of the curriculum; from teaching and learning, the way our children behave to the conversations they have.

### Values at Hatchlands Primary School:

We have 4 core values that we expect all members of our school community to demonstrate. We will teach these directly through our PSHE curriculum and assemblies and they will be modelled throughout the school in all lessons. The values are as follows:

- Responsibility
- Respect
- Courage
- Compassion

## he Hatchlands Promise: We care.

3

**Wellbeing** – we look after our bodies and minds

**Environment** – we are passionate about taking care of our planet

**Challenge** – we constantly strive to improve

**Ambassadorship** – we lead by example

**Relationships** - we work in close partnership with our friends, families and neighbours

**Equity** – we celebrate and promote inclusion and diversity

At Hatchlands Primary School, children are at the heart of everything we do. It is our job as educators to help shape the learning experiences that excite them and give them the motivation to challenge themselves in their learning

## Implementation

We use the EdisonLearning Achievement Statements to teach and assess our Reading, Writing and Mathematics curriculum, as outlined separately.

We plan Science and most of our foundation subjects (Geography, History, Design & Technology, Art) in 'Learning Experiences,' utilising the EdisonLearning Connected Curriculum and seek to involve the children and their interests in our plans.

If at any time a subject cannot be meaningfully linked to the learning Experience it is taught discretely such as Physical Education, which follows the ESE scheme and Religious Education which follows the Surrey SACRE syllabus.

In Early Years, all teaching and learning is based around the government non-statutory document 'Development Matters' and children work towards achieving the Early Learning Goals in the Prime and Specific areas. Teachers work closely with the children to ascertain and follow their interests, and so adapt the curriculum and learning to their specific needs.

Each Learning Experience takes appropriate objectives from the National Curriculum, broken into key skills acquisition for year groups. Each Experience has a 'Stunning Start' to 'hook' the children into their new learning and ends with a purposeful outcome- a 'Fabulous Finish'. Throughout the Experience, children are encouraged to think about what they are learning, why they are learning it and how they will be able to apply these new knowledge and skills in a meaningful context. Learners will also be able to voice why they are learning it now and what they know about already.

This is underpinned by a rigorous set of foundational skills such as times tables, phonics and handwriting. From recent reading we would consider our curriculum to have a 'knowledge-engaged' approach, where knowledge underpins and enables the application of skill and where both are taught explicitly, with a focus on knowing more, remembering more.

**Stunning Start:**

Each learning experience begins with a stunning start

4

**Active Learning**

Teachers seek opportunities for active learning.

Teaching strategies for active engagement are evident such as, connecting learning with the real world; engaging with learners' interests; learner voice and practical hands on learning.

**Parental Involvement**

Invited in to celebrate learning in some fabulous finishes in the year.  
Invited in to support a learning activity e.g. DT project

**Communication:**

Curriculum leaflets for parents shared so that parents are informed of the new learning experience coming up.

Dates for stunning starts/trips/visitors / Fabulous Finish/invites for parents.

Learning and successes celebrated e.g. through social media/ on website.

**Outside Learning:**

Seek out opportunities for children to learn outside

**Fabulous Finish:**

Celebration of learning of an end result/what was produced

**Desired Impact**

What will it feel and look like for our learners?

5

The autonomous learner knows how to learn and has a disposition to do so. They can

identify, on their own, and/or with others, a problem, analyse its components and then find the resources to solve it. They continuously question themselves and others as to whether they are employing the best methods. They can explain the process of learning and its outcomes to their peers and others.

They know when it is best to work alone, and when in a team, and know how to contribute to and gain from teamwork. They maintain curiosity, are resilient, reflective and are willing to take risks in their learning.

Adapted from 'The Autonomous Learner' John West Burnham

## Organisation and Planning

Our curriculum meets the aims of the relevant statutory curricula in place. It is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs and age of the children (For more details please refer to the separate subject schemes of work).

All teachers are responsible for planning, evaluating and teaching all children in their classes. The National Curriculum and EYFS framework outline the expectations which form the long-term plan for learning. From this, the teachers write medium term plans to achieve balance and coverage over a unit of work. More detailed weekly plans focus further on the teaching process, the intended outcomes and the elements of challenge and differentiation which personalise the curriculum to each individual child.

Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

## Long Term planning

- Long term planning is in the form of a [Whole School Curriculum Overview](#) and [subject overviews](#)

## Medium Term planning:

- Medium term planning is in the form of the ["medium term overview"](#)

## Short term planning:

- Short term planning consists of a combination of [separate unit plans](#) for each subject. [Example English Plan](#) and [Example History Plan](#)

## Use of IT including Online Safety

databases.

Children also learn about how to stay safe when using IT, see our Online Safety policy for more information. The computing scheme we follow is 'Purple Mash'.

## **Organisation**

Each year group consists of two classes and the class teachers collaboratively plan the upcoming learning experiences to ensure consistency of coverage but then tailor the plan to ensure individual delivery, depending on teacher personality and class needs. The work is aimed at covering the appropriate attainment targets, which are detailed in the National Curriculum.

## **Curriculum Specific Provision**

### **Foundation Stage**

Pupils have a broad programme of study, based on the Statutory framework for the early years foundation stage (Sept 2021), which focuses on the - Three prime areas of learning most essential for children's readiness for future learning and healthy development;

- Communication and Language,
- Physical Development,
- Personal Social and Emotional Development

Four specific areas of learning which build on the prime areas;

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Within these the EYFS setting works to ensure that Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically

There is a balance of structured activities and child-initiated play with opportunities for learning both indoors and outdoors.

Please see our Early Years Policy for more details.

Key Stages One and Two pupils have a broad and balanced curriculum with plenty of opportunities for active and personalised learning, both independently and collaboratively.

### **Maths**

We utilise the Maths Mastery Scheme for teaching Maths

### **Writing**

We use the Literary Tree, a complete, book-based approach utilising a teach through a Text approach to writing.

### **Phonics & Spelling**

We follow the Read, Write Inc Phonics and Spelling scheme of work.

### **Reading in KS2**

We use 'Destination Reader' as a framework for teaching comprehension skills.

We plan the following subjects utilising the Edison Learning Connected Curriculum and seek to involve the children and their interests in our plans:

- Science
- History
- Geography
- Art & Design
- Design Technology

Other subjects not linked to the learning experience and taught discretely are:

- **Computing** Purple Mash Scheme to plan our Computing Curriculum
- **Physical Education** – REAL PE Scheme of work
- **Religious Education** - Surrey SACRE syllabus.
- **PSHE & RSE** - Coram Life Education
- **Music** – Grooveline Scheme of Work

### **British Values**



UK schools and defined these values as:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Hatchlands recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom and understands the role it has in ensuring that it upholds and promotes these values.

Hatchlands is committed to working closely and in harmony with our immediate and wider school community to promote and celebrate diversity in the UK through teaching of British Values in PSHE/ RSE lessons, assemblies, visitors invited into school and encouraging pupils to become involved in decision-making processes and ensure they are listened to in school. We aim to prepare children for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values.

### **Equal Opportunities**

The curriculum at Hatchlands is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion, disability or social factors.

### **Safeguarding Curriculum**

We use the Coram Life Scheme of work to support the promotion of positive behaviour, mental health, wellbeing, resilience and achievement. This develops the learner's understanding of themselves and others. Through weekly focussed lessons and Class Learning Forums, children are able to discuss ideas, raise concerns and voice their opinions on all aspects of life.

We have a carefully planned and sequenced 'Character Curriculum' which teaches children what positive behaviour in and around school looks like. Each week, all children and staff attend a weekly 'Character Curriculum' assembly, led by the Headteacher and Deputy Headteacher in which key expectations are taught and refreshed in order to actively learn how to contribute to our school community positively.

We have a range of assemblies which cover key topics such as Anti Bullying, Mental Health Awareness, Keeping Ourselves Safe. Within our curriculum, we build in additional opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel both safe and supported at school and are able to relate what they have learned to everyday life at home e.g. NSPCC Speak out Stay Safe Assembly, NSPCC Pants Resources, Road Safety Assemblies.

curriculum plans are adapted where appropriate. Targeted teaching of areas with individuals/groups are incorporated if a pattern of safeguarding concerns are recognised.

E-safety awareness is taught throughout the curriculum and particularly within the Computing and RSE curriculum.

### **Special Educational Needs and Disability:**

We believe that our curriculum is for all learners. For learners with high level special educational needs, Individual Action Plans (IAP) are created and these outline reasonable adjustments made to ensure equality of access to the curriculum. Please see separate SEND policy for more details.

### **English as an Additional Language (EAL):**

We maintain an EAL register, which is updated termly. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DfE. Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments. We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have the opportunity to share their heritage.

Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be advised of the support available. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

### **Looking for impact:**

For Reading, Writing and Maths, Teachers use an online tracking system: 'Arbor' to make regular formative assessments which inform their planning, based on the needs of the learners.

Please see our separate Assessment Policy for more details.

### **The role of Subject Team leaders and Subject Champions:**

Subject Team leaders and Subject Champions are responsible for ensuring that a progression of knowledge, skills and vocabulary is clearly mapped and taught across the school in their subjects. There is support for this in the EdisonLearning Key Skills Acquisition Booklet and other chosen schemes of work.

Subject Team Leaders have a set of expectations which determine how they go about 10 leading their teams in action planning, monitoring and developing practice in their subjects. Monitoring takes a range of forms including learner voice, learning walks, 'book looks',

lesson visits and data analysis in order to ascertain the impact of our Curriculum on learner outcomes.

The Headteachers and Extended Leadership team have an ongoing responsibility to monitor and evaluate the impact of these policies on pupils' learning, consulting the staff and wider stakeholders when necessary.

Pupil progress meetings held termly help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate.

If it is determined that the children are still not making adequate progress, they may be discussed at an Achievement Meeting or referred to the school's Inclusion Leader for further investigation into their needs and this will be carried out in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, where a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

Further information can be found in our SEND Policy and SEND Information Report

This policy links to the following policies:

- Assessment Policy
- EYFS Policy
- PSHE and RSE Policy
- SEND Policy
- Individual subject schemes of work

### Legislation and guidance

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2015](#) and [Equality Act 2010](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#) and [National Curriculum programmes of study](#).