

Hawridge and Cholesbury CE School



Curriculum Policy

Date: May 2019

Review Date: September 2021

The Vision

Every child is part of the Hawridge and Cholesbury family on an exciting journey towards being rounded, aspirational, spiritual people with a fascination for the world; yearning to make a difference.

This policy should be read alongside the teaching and learning policy, equal opportunities policy, SEND policy, assessment policy and home learning policy.

Our Values as a Church of England School

- Respect
- Teamwork
- Responsibility
- Understanding
- Peace
- Honesty

Our aims

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. At Hawridge and Cholesbury C of E School we have designed our own rigorous, well planned curriculum, based upon the National Curriculum 2014 for years 1-6 and the Early Years 2012 framework for Reception, to provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding so as to raise standards of achievement for all children. As a Church of England School our RE education underpins these values and is supported through teaching a RE scheme of work adopted from the Diocese of Oxford. Our unique Hawridge and Cholesbury curriculum, designed by staff and children, is called **FRESH (Fascinating, Rounded, Everyone yearning to make a difference, Spiritual and Highly inspirational)** and are committed to delivering 35% of lessons outside the classroom or through nature. Utilising our fantastic natural resources we have embraced a term called Kith and Kin whereby parents are invited into school termly to celebrate an aspect of learning through nature. In addition, we offer Forest school to all pupils from Windmills to Year 6 further supporting the importance we place on outdoor learning for all.

Through our carefully planned FRESH curriculum, combined with high quality teaching we want children to:

- be independent
- listen
- persevere
- have self-confidence and a positive self-esteem
- be curious, ask questions
- love learning
- have a sense of awe and wonder
- appreciate the world around them and take care of it
- take pride in their own achievements and achievements of others
- celebrate individual talents and successes
- have a growth mind-set that values effort above natural ability and recognises that all is possible with sustained effort
- to take some responsibility for their own learning
- feel safe in their learning, knowing that making mistakes is OK and is part of learning.

Equal Opportunities

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children's progress through the provision of a balanced curriculum. Hawridge and Cholesbury CE school has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. We believe in 'valuing what the child brings to school' and recognise the importance of this in helping to foster self-esteem and sense of belonging. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum is designed to utilise a wide range of texts, planned discussions, carefully crafted questioning and other resources which represent the diversity and backgrounds of all our children. Of equal importance is that our curriculum is the vehicle in which children can deepen their understanding of cultural diversity beyond the immediate experiences of our school community.

Expectations at Hawridge & Cholesbury C of E School

All staff are expected:

- to aspire to deliver quality first teach in all lessons
- to deliver FRESH lessons
- to have high expectations of standards and achievement
- to identify strengths in teaching and learning and share best practise
- to identify areas for development in teaching and learning and act upon them
- to understand school wide objectives derived from the school development plan and design lessons that help to successfully achieve these objectives
- to engage in on-going professional development and dialogue that promotes excellence in teaching and learning
- to use formative and summative assessment effectively to secure the highest standards and attainment for all pupils
- to follow school agreed policies including 'Behaviour' and 'Marking and Feedback'
- to plan and deliver 35% of learning outside or through nature over the year
- to strive for each child, at the end of the school day, say "that was a great day!"

Our teaching staff:

- plan lessons which build on children's skills, knowledge and understanding and teacher's knowledge of their children's attainment
- plan lessons that embrace our ethos of Kith and Kin through outdoor learning
- pitch lessons and design activities to meet the needs of all ability levels
- be thoroughly planned and organised for each lesson, with a clear learning objective and success criteria
- evaluate lessons and base future plans on outcomes
- follow school policies
- ensure that all resources and equipment for all activities are accessible for each child
- have high expectations of standards and behaviour for every child and to communicate these to the children
- identify and build on individual children's strengths
- listen to children and treat them with kindness and respect
- maintain accurate records, including reading records; use our assessment tool to track Mathematics and English or Development Matters for EYFS; use agreed school proformas for RE, Science and foundation subjects.
- use data from formative and summative assessments to track pupil's progress, plan intervention to meet gaps in learning

- listen to all children read each week (either through guided reading or individual reading) and keep a record of this including writing in the child's reading record book
- maintain impact logs for agreed groups of/ individual children and case studies for PP/ SEN children.

Time:

- all breaks and assemblies/ Collective Worship begin and end promptly
- all staff adhere to times on their timetables, beginning lessons promptly
- all children are greeted with a handshake at the classroom door as they arrive
- learning and teaching begins promptly at 8.50 for all (can begin at 8.40 for those arriving earlier)
- at the beginning of both morning and afternoon sessions the children come into school calmly and quietly settling to planned tasks immediately

Planning

When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Downloaded lessons are never used without being tailored and adapted to meet the class needs.

Planning for teaching includes:

- clear understanding of the needs of the class /child needs to be the point from which planning emerges
- clear learning opportunities taken directly from the National Curriculum, RE scheme of work from the Diocese of Oxford, PSHE association curriculum or Development matters
- FRESH lessons (Fascinating, Rounded, Everyone yearning to make a difference, Spiritual and Highly inspirational)
- appropriate subject related vocabulary
- activities differentiated/scaffolded for groups of pupils or individuals
- assessment opportunities which feed into future plans
- appropriate key questions to develop learning, teacher:pupil, pupil:teacher and pupil:pupil
- resources to support and reinforce learning, explore, investigate and research
- effective use of plenaries and mini plenaries to assess children's learnings to reshape tasks
- opportunities to deepen understanding
- challenging stereotypes
- homework that reinforces/extends what has been learned in the lesson.

Planning for learning includes:

- varied and rich contexts
- resources that are offering children opportunities to learn about many cultures and diversity
- opportunity to work co-operatively in pairs or groups
- opportunities for independence
- making links between lessons or prior learning where appropriate

- opportunities for pupils to ask questions and contribute to whole class discussion
- opportunities to explore, investigate and research
- learning outside the class room through our Kith and Kin ethos and forest school.
- downloaded plans are never used without being targeted or adapted to meet the need of the class.

Plans available:

- all planning is stored on the school's T-drive under 'teachers, planning' (see appendix 2 for planning proforma)
- long term plans identify topics and texts to be covered by each year group
- medium term plans are agreed by key stages and curriculum coordinators
- short term plans are uploaded by class teachers weekly (by Monday for the previous week).

Planning together:

All adults working with a class are involved with the planning process:

- key stage meetings are held every two weeks during a specific Collective Worship where general plans can be discussed
- time is also available most mornings 8.30 – 8.40 a.m. for class teachers and LSAs to meet
- in addition plans are emailed between staff and paper copies are annotated by teachers and support staff.

Lesson structure

Lessons include:

- a clear structure which may have a beginning, middle and end, including mini plenaries
- an appropriate amount of time and number of lessons to cover the curriculum
- most lessons will include the children producing something in response to the lesson
- lesson objectives must be derived from the National Curriculum 2014, RE scheme of work from the Diocese of Oxford, PSHE association curriculum or Development matters.

In the Foundation Stage, children learn through planned independent activities through: child initiated learning; enhanced provisions; targeted questioning and discussion and focussed teaching sessions both in group and whole class teaching.

Grouping of Children:

Lessons are taught in a range of formats:

Whole mixed ability classes

Whole mixed year group classes

Mixed ability class groups

Paired work

Ability groups

Smaller Intervention groups

1:1 when applicable

Boys and girls participate in the same curriculum. Specific gender groupings may be used in order to promote fair opportunities e.g. male role models to raise the profile of boys reading or girls maths booster in a boy-heavy class where the girls appear to lack confidence.

Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences. These should be delivered through our FRESH curriculum and should be factored in at least once a half-term. This might include clubs, visits, visiting speakers, sporting events etc. For example a Greek Banquet where children prepare the food and research and prepare activities prior to the event that would be fitting with the era.

Our Classrooms are attractive learning environments

Classrooms should be tidy, well organised and resources clearly labelled. Classrooms should be organised in a way that allows the children to access necessary resources and equipment depending on the type of activity being undertaken. As children progress through our school they are encouraged to take increasing responsibility for the choice and organisation of resources, thus reflecting their greater independence and maturity. At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for those different learning styles. We believe that a stimulating environment sets the climate for learning.

An exciting classroom promotes independent use of resources and high-quality work by the children.

- We change displays at least once a term (or half term as appropriate), to ensure that the classroom reflects the topics studied by the children.
 - We ensure that all children have the opportunity to display their best work at some time during the year.
 - We use interactive working walls in Maths and English displays. This means that our working wall boards will display temporary work that has been developed within a lesson and that is pertinent to the next 2/3 lessons. Children will be encouraged to interact and add to the boards contents. These working wall boards act as an access point for children helping to promote independent learning.
 - Doors are decorated (relating to the topic / learning) and changed termly.
 - Classrooms have a range of age related dictionaries, thesauruses and good quality fiction and non-fiction books, which are attractively stored.
 - Resources and equipment stored in the classroom are readily available and attractively labelled to promote independent learning. (see appendix 1 – Classroom environment)
- Children must be trained on how to respect property and to access and restore resources so they can be used again and again.

Assessment

See Assessment Policy for further information

Formative assessment/ 'Assessment for learning' is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has already learned and what the next stages of learning should be. Formative assessments are recorded using our assessment tool and tracked as part of Pupil Progress meetings each half term. Pupils are made aware of their next steps for learning and how and when they have achieved them, through effective marking and verbal feedback. Children are expected to edit and improve their work following such feedback. Assessment is a continuous process, carried out by teachers in the normal course of their teaching. Next steps, taken from the latest two stars and a wish, are recorded by children in Y2-6 in red under the learning objective each day to remind them of what they are working on.

Summative assessment is carried out according to an Assessment Timetable agreed at the beginning of each school year (see Appendix 3 for an example). This includes published assessments from Pixl and Reading age tests as well as statutory assessments including end of Key Stage SATS, phonics check and Early Learning Goals as well as a Good Level of Development in EYFS.

Assessment is used to:

- inform the short term planning cycle (lesson plans)
- inform teachers about the progress of pupils
- inform pupils how well they are doing and what they need to do to improve
- enable pupils to undergo self-assessment
- provide information for the next teacher and parents
- in order to track progress and attainment across classes, key stages and the school
- in order to identify focus groups or individuals in order to ensure maximum progress and attainment potential reached.

In the Foundation Stage, and as appropriate in Key Stage 1, staff make informal daily observations in addition to planned focussed observations. These are used to inform planning and enhance provision. Enhanced provision plans are made each week by the Early Years team when resources and learning opportunities are changed according to children's interests and needs.

Development Matters is updated throughout the Foundation Stage by the class teacher, with a 'baseline' assessment taking place before the October half term and then steps of progress recorded each half-term until the Profile (end of Key Stage assessment) is submitted by the end of June.

Past/practice papers are used by teachers to support mid-year formative assessments. The statutory national curriculum tests and teacher assessments take place towards the end of Year 2 and 6. The Year 1 Phonics Check takes place in June and children who do not reach the expected level re-take the test in Year 2. As does the Year 4 Multiplication Timestable Check take place in June.

Targets

Each child throughout our school is set three targets per term: one for writing, one for maths and a personal target. These targets are set by the teacher and where appropriate other members of staff who work closely with the child based upon the child's needs. These targets are specific, measurable, achievable and realistic. The targets relate to age related expectations and greater depth standards. They are reviewed and revised each term and during lessons. All children know their targets and what is expected of them in order to achieve them. They are shared with parents at Consultation Evenings. Marking and feedback is used effectively to target next steps in learning and to ensure progress is clear.

At the beginning of each academic year class teachers set targets for their children in maths, writing, reading, phonics and spelling, punctuation and grammar. Progress against these are checked with the Headteacher and reviewed at termly pupil progress meetings. Such targets are also used to set appraisal targets for teaching staff and form part of the School Development Plan.

Home Learning

Home learning is given in line with our school policy in English, maths, reading and spelling.

All home learning is given to the children in paper format weekly. The front sheet allows teachers and parents to communicate about the homework set.

Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress. A target sheet specific to the child's next steps in learning is shared twice yearly and is part of the parent's eve conversation.
- School website and year group pages inform parents what has been happening in the wider curriculum.
- Fortnightly Newsletters from the Headteacher.
- Termly Curriculum Newsletters sent to parents and posted on the school website
- Start of year Curriculum meetings.

Teachers are of course also available at end of each day for any necessary communications.

Teachers regularly use email and telephone conversations to communicate with parents through the school office.

Health and safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, staff will have fully assessed potential health and safety risks and will minimise risks to both themselves and children. As part of the risk assessment staff will ensure that pupils are taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks.

Monitoring and evaluation

The Curriculum co-ordinator is responsible for monitoring the curriculum. Monitoring is done in several ways, including:

- Regularly looking at the class work in books and classrooms
- Monitoring planning
- Through analysing assessment data
- Monitoring targets
- Lesson observations
- Work scrutiny
- Displays
- Learning walks
- Pupil discussions
- Staff meetings
- CPD

The curriculum co-ordinator is responsible for keeping abreast of current developments in the teaching of the whole curriculum, with the assistance of the Headteacher, and

feeding these developments back to staff, governors (on a yearly basis) and all stake holders.

This Policy was written in May 2019 and adopted by the Governing Body on May 2019.

Signed: (Headteacher)

Signed:Chair of (Governors)

This policy is due for review in January 2021

APENDIX

Appendices 1 – planning proforma

Appendices 2 – classroom environment checklist

Appendices 3 – assessment timetable

The following policies:

Assessment, recording and reporting

Marking & Feedback

Gifted & Talented

SEN and Gifted & Talented Policy

Homework

Behaviour

Handwriting

Presentation

E-safety

Curriculum Subject Policies