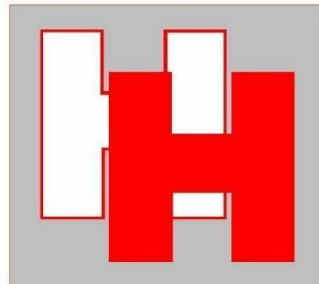


Curriculum policy

Holland Haven Primary School



Approved by:	Full Governing Board	Date: 24th April 2023
Last reviewed on:	1 st April 2021	
Next review due by:	Summer term 2025	

Contents

1. Curriculum aims.....	2
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Organisation and planning.....	4
5. Inclusion.....	4
6. Monitoring arrangements.....	5
7. Links with other policies.....	5

1. Curriculum aims

1.1 Overview

Our curriculum intends to develop '**kind, resilient, healthy citizens who reach for the stars**' by

- Providing a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Ensuring a developmentally effective curriculum offer and evidence-based practice
- Enabling pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Supporting pupils' spiritual, moral, social and cultural development
- Supporting pupils' mental and physical health; promoting an active lifestyle equipped with a range of positive coping strategies
- Ensuring equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Having a high academic/vocational/technical ambition for all pupils
- Equipping pupils with the knowledge and cultural capital they need to succeed in life
- Developing pupils' metacognition, growth mindset and positive attitude towards themselves, others, and learning

These curriculum aims are underpinned by our core values and principles:

REACH: Respect, Effort, Attitude, Co-operation and Honesty

'Educating the mind without educating the heart is no education at all' - Aristotle

'The more you read, the more things you will know, the more you learn, the more places you'll go' Dr. Seuss

1.2 Specific Subject Aims

Art

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design

- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Design and Technology

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

History

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Geography

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Music

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Computing

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Physical Education (P.E.)

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities-
- lead healthy, active lives

Languages

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

- discover and develop an appreciation of a range of writing in the language studied

RHE expectations are outlined within the following document and the PSHE Association's recommendation of Medway Planning is adopted inline with DfE guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

See separate aims within English, Maths and Science policies.

2. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). 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](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It supports decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have a clear overview which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate

- The school's procedures for assessment meet all legal requirements
- The governing board is informed about the decision-making process that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The deputy headteacher oversees whole-school teaching and learning and supports subject leadership and phase leadership.

Each of the following subjects are led by at least one member of staff: English (reading, including phonics, and writing), Maths, Science, Physical Education (PE) History and Geography (Humanities), Art and Design, Design and Technology, Music, Relationships and Health Education (RHE), Religious Education (RE) and KS2 Modern Foreign Languages (MFL).

The following areas are also given a staff team with specific responsibility: SEND, Pastoral, The Library, Educational Visits and Learning Outside the Classroom (LOtC) and Personal, Social, Citizenship, Health, Economic (PSCHE) provision.

Subject leadership is matched carefully to staff expertise, qualifications and interests.

5. Organisation and planning

- Curriculum content is designed, delivered and sequenced in termly themes (KS1, LKS2 and UKS2)
- Learning is thematic, where possible, to aid long-term memory through effective contextual links and engagement
- Planning for core subjects English and Maths is organised in year groups. For all other areas of the curriculum, lessons are planned for phase milestones (KS1, LKS2 and UKS2)
- Each lesson presents a subject symbol and key and develops subject(s) knowledge and/or skills
- Subjects are presented to pupils in a meaningful way - for example, 'Artist', 'Musician' etc or Computing: 'Programmer', 'Digital User'
- A subject's key tier two words are displayed in purple, for example, 'evaluate' in order to explicitly teach these words and develop pupils' understanding of transferable skills across the curriculum
- For Science and foundation subjects, knowledge and skills are linked systematically to subject profiles
- Foundation subjects have a subject matrix to enable careful assessment and 'memory joggers' within lessons, and across year groups, to create a spiral curriculum (see learning environment resources)
- Computing is taught and assessed through online programme Purple Mash and P.E. delivery is supported by Real P.E. scheme. R.E. follows the Sutton Academy Trust SOW and RSE follows the Medway Planning.
- Learning symbols complement subject symbols and embed metacognition and global citizenship

Curriculum areas are organised into the following strands: 'subject keys' (resources are included where appropriate) and links to National Curriculum Programmes of Study provided.

English [National Curriculum Programme of Study](#)

Reading ('Little Wandle Letters and Sounds Revised' EYFS and Year 1)

Activate Prior Knowledge, Active Reading, Understanding, Fluency, Vocabulary, Stamina, Comprehension

Writing ('The Write Stuff' teaching sequence with the addition of 'Talk for Writing' concepts in EYFS/KS1)

Analyse (Success Criteria), Practise, Plan, Write, Edit, Publish

Maths [National Curriculum Programme of Study](#)

Reasoning, Fluency and Problem Solving

Number: Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions
Measurement, Geometry: Properties of Shape and Position and Direction, Statistics

Science [National Curriculum Programme of Study](#) (TigTag)

Biology, Physics, Chemistry: Inquire, Observe, Predict, Classify and Compare, Demonstrate, Report

Computing ('Purple Mash') [National Curriculum Programme of Study](#)

Programmer: Design, Write, Predict, Debug Digital User: Research, Create, Present E-Safety: Risk-Assess, Report

Physical Education ('Real P.E.') [National Curriculum Programme of Study](#)

Creative, Applying Physical, Social, Cognitive, Personal, Health and Fitness (Real P.E. Cogs) Movement: Types, Patterns, Strength and Agility, Coordination and Balance Games: Strategy, Techniques, Rules Other Sports: Gymnastics, Swimming, Athletics, Fitness, Wellbeing and Reflection

Art and Design [National Curriculum Programme of Study](#)

Types of Art, Famous Artists, Create, Techniques, Materials, Evaluate

Design and Technology [National Curriculum Programme of Study](#)

Cooking and Nutrition, Technical Knowledge, Tools, Equipment and Materials, Design, Make, Evaluate

Geography [National Curriculum Programme of Study](#)

The World, Vocabulary, Characterise, Compare and Contrast, Describe and Explain, Fieldwork and Maps

History [National Curriculum Programme of Study](#)

Evidence / Enquiry, Chronology, Questioning and Compare and Organise

Music [National Curriculum Programme of Study](#)

Sing, Play an instrument, Compose, Perform, Organise musical structures, Appreciate

Personal, Social, Citizenship, Health and Economics (PSCHE) (PSHE Association)

Relationships Education [National Curriculum Statutory Guidance](#) Medway Public Health Directorate

Relationships including Anti-Bullying, Health and Wellbeing including Growth Mindset, Safety and Change including First Aid, Citizenship and Economics including Careers

Religious Education ([R.E. Essex SACRE](#)) - Saffron Academy Trust R.E. SOW

Thinking through Living, Thinking or Believing: Specialness, Worship, Events, Stories, Comparisons, Humanism (religions - Christianity, Hinduism, Sikhism, Buddhism, Judaism, Islam)

Modern Foreign Languages (MFL) [Languages Programme of Study Key Stage 2](#)

Listen and Speak, Vocabulary, Record, Compose, Appreciate

The school grounds have been developed thoroughly to support curriculum delivery and consist of dedicated EYFS and KS1 outdoor learning spaces, The Haven – class seating, herb, flower and pond area, The Forest (forest learning zones), The Hills (loose-parts play and active play) and playground markings. In addition to these additional areas, there are planned interactive resources within the school building to support a spiral curriculum for example, Holland Haven's Artist Gallery, an QR Music Appreciation board, a world map and timeline.

See our Learning Outside the Curriculum policy for further information.

See our EYFS policy for information on how our early years curriculum is designed and implemented.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and make adaptations where necessary, to ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits, learning walks, meetings with relevant staff, events, learning council interviews etc

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies, learning walks, book-looks, pupil interviews etc

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Deputy Headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

All relevant policies and procedures are collated here:

- Curriculum Policy in Practice document
- English, Maths, Science and RHE Policies
- EYFS Policy

