



# HURSTHEAD INFANT SCHOOL

## CURRICULUM POLICY

Reviewed:	Autumn 2022
Date of next review:	Autumn 2023
Amendments made:	Updated with a comment on curriculum monitoring

**This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed annually by the Governing Board Teaching & Learning Committee.**

### **School Mission Statement**

In pursuit of excellence and enjoyment we work together for all the children in our care.  
We provide a family environment where each individual is valued and can achieve their potential.

### **The Aims of the School**

- To create an environment in which all children can experience success and thereby build self-confidence.
- To develop the all-round potential of the children through the vehicle of a rich, broad, balanced and differentiated curriculum.
- To help children to acquire intellectual skills and apply them.
- To develop in children a positive attitude towards education as a continuing process.
- To develop children's growth mindset and ability to embrace a challenge.
- The development of a stimulating environment which is organised, secure, structured and purposeful.
- To promote a climate in which creativity can flourish.
- To prepare children for the demands of a rapidly changing society.
- To provide for children's physical development.
- To recognise the importance of two-way communication with parents and school support agencies.
- To develop in children an awareness and understanding of our own and other cultures, religions, races and ways of life.
- To develop skills of communication in which the children are free to express themselves, encouraged to respect the views of others within their group, and ultimately society in general.
- To equip the children for a changing society and to enable them to adapt and thus develop qualities of self-reliance and self-discipline.
- To challenge every child to achieve at the highest level they possibly can.
- To develop the values of: excellence, inspiration, equality, courage, respect, determination and friendship.
- To promote core British values
- To use Restorative Approaches as the foundation for developing positive working relationships

### **The Curriculum**

Through the curriculum we deliver at Hursthead Infant School we aim to develop a broad band of knowledge and skills that encourage children to gain an understanding of the different ways of looking at the world. We aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every child will have access to a rich, broad, balanced and differentiated curriculum. We will use diverse teaching strategies to develop the interests and talents of each child and teachers will use their knowledge and skills to ensure English and Mathematics are taught thoroughly alongside and within opportunities for enrichment and creativity.

Details of our school curriculum are available on our website.

### **Common Values and Purpose**

The curriculum, whilst paying due regard to achieving high standards in English and Mathematics, is broad, exciting and challenging. Our curriculum promotes the values of excellence, determination, equality, resilience, respect, inspiration and friendship.

The curriculum is used to increase children's knowledge e.g. key concepts in mathematics, skills including the ability to use the acquired knowledge, understanding as they grow and develop and become more aware of the world around them and fostering positive attitudes to the work they do at school.

The curriculum will be carefully planned and structured to ensure that learning is continuous, and that the children make excellent progress with the development of their learning. We ensure that the knowledge and skills gained are used across the whole curriculum and not simply in isolation and that meaningful links are made between subjects in our termly themes.

The curriculum will engage the children's interest, encourage and motivate them to want to learn;

It will be exciting and offer children first-hand experience to reinforce their learning and to underpin their growing knowledge, skills, understanding and attitudes;

It will open their eyes to the wonders of the world and cause them to marvel at the incredible and fantastic world in which we live;

It will create well-rounded individuals and provide opportunities which allow each child to find out what they can excel at.

### **Equal Opportunities**

All children regardless of gender, race or disability are given full access to our curriculum. Respect is central to all learning and the work of the School. We aim to foster an understanding of ourselves, an appreciation of others and to value diversity. Through this approach School meets its duties outlined in the Equality Act 2010.

### **Broad Guidelines**

The Reception Year follows the Statutory Framework for the Early Years Foundation Stage 2014 which includes the following areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In Year 1 and Year 2 the curriculum consists of:

- The National Curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans.
- Stockport's agreed syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction.
- Sex and Relationships Education (SRE) using Stockport's scheme. Parents may exercise their right of withdrawal from SRE lessons.
- Our PSHE curriculum incorporating SRE, DATE (Drugs, Alcohol and Tobacco Education), SEAL (Social and Emotional Aspects Learning) and supplemented with further work on Healthy Lifestyles and Global Citizenship.

From Reception to Year 2 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- Visitors, including artists, craftspeople, actors, authors, sports people, animals, musicians;

- The use of specialised teaching, for example the provision of a MFL – French;
- A wide variety of sports and other curriculum areas, e.g. concerts, choir, instruments, gardening, cooking
- The use of the schools grounds, school garden, the locality and the wider environment, including Forest Schools;
- Educational visits;
- Support of parents.

Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

### **Delivery**

All subjects of the curriculum are taught in classes. Use is made of specialist teachers, particularly in sports and French. Each class has a different theme each term and cross-curricular links are made between subjects based on this theme where appropriate. An extensive range of high quality resources is used to underpin the curriculum. Homework is set weekly to link the curriculum with learning at home and we have a Virtual Learning Environment (VLE) which further enhances the work we do in school.

To ensure progression and to allow for cross-curricular links, the school has developed its own planning format which links our schemes of work. We also aim to cater for children's individual needs throughout personalised learning. Part of the curriculum is taught as continuing work whilst other aspects are taught as blocked units of work.

### **Assessment**

Please see the school's policy for Assessment, Monitoring and Marking.

### **Working with Parents**

We are committed to working in close partnership with parents and ensure that we actively seek their views and opinions in regard to the curriculum provided. The school operates a genuine 'open door policy' and parents are always welcome to discuss, gain deeper understanding or make an enquiry about the curriculum either through arrangement of a meeting or telephone conversation or more informal methods. Class teachers and the Headteacher are available in the playground after school most days. Information meetings for parents outlining our curriculum are held throughout the school year. The school keeps parents further informed about the curriculum through parent/teacher consultations and termly open afternoons. Parents are invited informally into school to celebrate their child's work and progress with them through 'Thumbs up time' and are given the opportunity to aid their child's learning through the school's publication of individualised "next step challenges". Parental and pupil questionnaires further inform the school of views and opinions and pupil/parents are informed of consequent action through newsletters and assemblies.

### **Reporting on Attainment**

All work carried out by the children is monitored and evaluated. A written school report is made available to parents annually in the summer term. Parents are invited to Parent/Teacher meetings regularly throughout the year. The Governing Body receives regular reports on the children's attainment compared to the national picture and similar schools and the children's prior attainment – through national, local and school based data analysis.

### **Challenges/Next Steps**

All children are set next step learning 'challenges' through teachers' marking and feedback and our use of assessment for learning strategies. These are recorded at the front of work books.

The class teachers and Headteacher set targets in the autumn term for each child and monitor their progress through pupil progress meetings termly. Further monitoring in the form of pupil discussion and scrutiny of work alongside classroom observations feeds into teacher and Headteacher discussions of individual pupil progress.

### **Roles and Responsibilities**

The Headteacher takes overall responsibility for the curriculum. The curriculum is monitored carefully by SMT and Subject Leaders and updated when necessary. Subject Leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process: from parents through newsletters and questionnaires, from children through questionnaires, class discussion and the pupil forum, and from staff and governors at their regular meetings.

### **Inclusion – provision for all children**

Teachers plan to meet the needs of all children ensuring learning and support are focused on individual children's needs and abilities. Outcomes from assessment for learning strategies enable teachers to set 'challenges' which reflect individual children's skills, abilities and potential. It is the responsibility of all teaching staff to ensure that the curriculum is accessible for all pupils, including those with disabilities or special educational needs.

### **Spiritual, Moral, Social and Cultural Opportunities**

The staff and governors ensure that all children are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, assemblies, extra events and experiences. Our curriculum is structured to enable the development of social skills and independence.

### **Self Esteem and Self Worth**

Talents of individual children are celebrated within class and at school assemblies and in school productions. The rewards systems operated within school encourages children to do their best both in their school work and in their behaviour towards others. The PSHE curriculum aims to build children's self-esteem through directed activities and circle time.

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

### **Extra-curricular activities**

The school offers a wide range of activities including tennis, cheerleading, hip hop and recorders.

### **Review of Policy**

The effectiveness of this policy is reviewed regularly by the staff and annually by the Governing Board.