



Curriculum Policy

Holmer Lake Primary School

2021 - 2022

Policy- Document Status			
Date of Policy Creation	Summer 2021 – reviewed every 1 year	Named Responsibility	Headteacher Mrs. H. Kumar
Date of Policy Adoption by Governing Body			
Review date:			

1. Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes 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 the children at Holmer Lake Primary School. 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 co-operate with others. Our curriculum develops and builds knowledge and skills, so that our children achieve their full potential.

2. Values

Our school curriculum at Holmer Lake Primary School is underpinned by the values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Holmer Lake Primary School is in full agreement with the statement of aims included in the introduction to The National Curriculum Handbook for Primary Teachers in England.

3. Aims and Objectives

At Holmer Lake Primary School, we feel passionate about learning at every level. Every child who attends our school is given every opportunity to succeed and pupil achievement is at the heart of all that we do. We aim to create a sense of resilience, independence and resourcefulness in all our pupils. Our curriculum is designed to support children with retention of subject knowledge and to develop long term memory skills. Across all parts of the school, series of lessons contribute effectively to delivering the curriculum intent. Our children are taught to understand that learning is a lifelong skill; one that makes a difference to their lives now and in the future. Ensuring that our children are active and involved in their learning, enables them to achieve to their highest potential, not only in academic work but also as artists, sportsmen, scientists, writers, orators, decision makers, creative thinkers and responsible citizens. We set high expectations for achievement in that our children will leave Holmer Lake as model British citizens, reaching age-related expectations, identifying their aspirations for the future and being 'secondary ready'.

The objectives of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability;
- To promote a love of reading throughout the learning journey;
- To allow children to reflect upon and question their ideas, use their initiative and develop independent learning skills enabling them to reach their full potential;
- To support children in embracing risk in a stimulating environment where they are given the confidence to face setbacks and learn from them with perseverance and resilience;
- To enable children to feel safe, happy and supported in their learning and know how to maintain this including staying safe online;
- To help children develop the self-confidence and courage to believe that they can and will succeed;
- To ensure children experience excellent physical education, school sport and physical activity that will lead to life-long participation;
- To nurture and harness dreams and aspirations;
- To teach children the importance of equal opportunities, justice and human rights, and the significance of these principles to citizenship and democracy, preparing them for life in modern Britain and beyond;
- To encourage every child to develop their interest and skills in a wide variety of the Arts including music, drama and visual arts;

- To provide exciting and engaging memorable experiences that will lead to lifelong learning.

6. Roles and Responsibilities

Our vibrant and rich curriculum is designed so that children are not only taught the knowledge appropriate to their year group, but also the skills to enable them to be successful across the curriculum. The curriculum consists of planned experiences in school and out: lessons, topic days, outdoor learning, school parliament, assemblies, clubs, sports, trips and visits, workshops, residential visits, fund raising, and community work. Outcomes are designed to meet the requirements of the National Curriculum but also to develop the skills needed for future learning and beyond.

The curriculum is mapped out for the year for each year group / class and reviewed each term. The programmes of study for all subject area are mapped out linking units of work together to create a cross curricular theme on a half termly basis.

In order to ensure that progression and balance is maintained, we have clear, progressive planning overviews, for every subject. These planning documents are succinct and allow learning to be built on each year. In addition to these progressive documents, 'end points' for skills, knowledge and vocabulary are clearly identified and set out for each subject in each class and year group. This ensures children acquire and develop a strong knowledge base allowing them to develop skills that can be applied and transferred over time.

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 ensure that there are no barriers to every pupil achieving.

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, if 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.

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. Roles and Responsibilities

6.1 The Governing Body

The governing board will monitor the effectiveness of this policy and hold the head teacher 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 (SEND);
- The school implements the relevant statutory assessment arrangements;
- It participates actively in 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.

6.2 The 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 aims and objectives 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 body;
- 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 fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing body 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 SEND.

6.3 Subject Leaders

All subject leaders work hard to provide a broad and balanced curriculum which is inclusive and meets the needs of all learners including those with special educational needs.

The role of the subject leader is to:

- provide a strategic lead and direction by setting out the intent for their subject;
- implement this intent by supporting and offering advice to colleagues on issues and developments related to the subject;

- monitor the impact to ensure all pupils are making at least good progress from their starting points;
- provide efficient resource management for the subject.

At Holmer Lake, subject leaders are provided with release time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning objectives are clear and that progression is planned into schemes of work and seen within books. The subject leader records how they spend their release time so that it can be monitored and a record is easily accessible to anyone of how their release time is being spent. These will then feed into the yearly action plan for the subject. The core subjects of Reading, Writing, Maths and Science are led by middle leaders with a TLR.

7. Monitoring and Review

The senior leadership team and subject leaders carry out book looks and collect pupil voice to ensure there is clear progression of knowledge and skills. The knowledge and skills is informed by the end points for each class in each subject. They ensure that there are clear learning objectives and that children receive consistent and developmental feedback on their work in line with the school's marking policy, including the non-negotiables in spelling, punctuation and grammar. The senior leadership team and subject leaders also conduct learning walks and observations throughout the year to ensure there is a broad and balanced curriculum being delivered. Subject leaders also monitor the way in which resources are stored and managed. Monitoring feedback is shared with classes or individuals about what is working well and even better ifs (development points).