

Heathfield House School

Curriculum Policy

Introduction

The curriculum is the totality of pupils' learning experiences. At Heathfield House School, we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability.

The taught curriculum is comprised of the National Curriculum and the wider curriculum. We ensure that all children have a wide range of learning experiences that challenge, stimulate and promote thinking and learning. This policy applies to all year groups, including the EYFS.

Aims

- to promote high standards in all areas ranging from Mathematics and English to Art and Physical Education
- to allow children to develop a knowledge of themselves and the world around them
- to enable children to acquire knowledge and understanding of a wide subject base
- to promote physical and mental development and an awareness of the importance of a healthy lifestyle
- to enable pupils to develop moral sensibility through carefully taught sessions
- to develop the personal and social skills of each child

The curriculum has been planned effectively to provide continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

This policy ensures:

- a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- b) that pupils acquire speaking, listening, literacy and numeracy skills
- c) subject matter appropriate for all ages and aptitudes of pupils, including those pupils with a need or different potentials
- d) personal, social, health and economic education which
 - i) reflects the school's aim and ethos
 - ii) encourages respect for other people regardless of any differences, paying particular regard to the protected characteristics set out in the 2010 Act(a)
- e) where a pupil has an Education, Health and Care Plan (EHC plan), education which fulfils its requirements
- f) that the EYFS is implemented throughout Reception. As such, a programme of activities which are appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
- g) that all pupils have the right to learn and make progress
- h) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

- i) that pupils have an understanding of the fundamental British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs and for those without faith.

The organisation of the curriculum

In Reception the 'Early Years Foundation Stage' is followed. This will be done through various topics throughout the year and discreet sessions dedicated to Numeracy and Literacy. Some other areas such as French and Physical Education may be taught separately.

In Years 1 and 2, the curriculum is taught through a topic based approach although some subjects such as Physical Education, French etc. will be taught discreetly and sometimes by specialists. The learning objectives will be based on the National Curriculum. Numeracy and Literacy will also be taught discreetly, on a daily basis.

In Years 3 to 6 the curriculum will be taught through a more subject based approach again with Numeracy and Literacy lessons most days. More specialist teachers will be used to deliver certain subjects.

Speaking and Listening

Speaking and Listening are considered important skills and as such are developed throughout the school in lessons and various other activities. In Reception and throughout Years 1 and 2, children will do 'Show and Tell' regularly, a yearly production and assembly for parents. In Years 3 to 6 children take part in a yearly production, create presentations to share with their class and have class and small group discussions to develop their speaking and listening skills. Throughout the school drama is utilized within many areas such as History, Literacy, Enrichment etc. to enhance learning and develop speaking and listening skills.

Reading

Reading is an integral part of a child's ability to access the curriculum in all areas. As such in Heathfield House School children read to a member of staff nearly every day in Reception, Year 1 and Year 2. Books are sent home once a week from Reception (once children are ready to take a book home to read) until they reach the end of Year 2. From Year 3 children have a dedicated reading book that they have to read within the half term. Children are encouraged to read other books as well. Children who are not making expected progress are supported with extra reading sessions. At the start of the school year, parents are reminded about the importance of reading, its benefits and how to support children's reading progress.

Handwriting

It is important that children at Heathfield House School learn to write legibly and with reasonable speed. There are dedicated handwriting sessions throughout the year groups to enable children to develop a fluent handwriting style. A cursive print is introduced from Reception and this is developed throughout the other year groups until a flowing cursive script is established.

Personal, Social, Health and Economic Education (PSHEE)

It is vital that children have a good understanding of themselves and the society in which they live. In order to fulfill this area of the curriculum a weekly session of PSHEE is done from Year 1. In Reception this area of development is covered in dedicated PSED lessons.

The school has developed a school council to give children a greater understanding of the political nature of the community in which we live and to provide them with an opportunity to have a say in how their school grows and develops. Children are also brought on a variety of school trips to make them aware of the wider community. Refer to the RSE policy for more information about this aspect of our curriculum.

Long Term Plans

Within Heathfield House School long term plans for the year are written before the school year starts. They provide a guide to the learning that will be covered and an outline of the topics that will be taught. These plans ensure that the necessary topics are taught throughout the year in a suitable period of time.

Medium Term Plans

Medium term plans will be in place before the start of the half term and usually cover half a term's worth of work. They will contain the learning objectives of the work to be covered throughout the half term. Medium term plans will be developed by the classroom teacher and then discussed with the subject Co-ordinator and/or Headteacher before the short term plans are drawn up.

Short Term Plans (Weekly plans)

Short term planning will be required for all subjects. Objectives, activities and differentiation of the lesson should be included on all lessons. Short term planning will be carried out by the classroom teacher and saved onto the shared area so the Headteacher / subject Co-ordinators can monitor progress and ensure the curriculum is being delivered effectively.

Evaluation

Teachers are expected to evaluate each lesson to inform future planning. The evaluation should be completed on weekly overviews. The children will be taught in year groups for the majority of lessons and will be mixed ability, the majority of the time. Topics for Reception Class through to Year 6 will be chosen to give children a broad educational experience and are linked to the National Curriculum.

Timetabling

Due to the importance of Mathematics and English within the curriculum these sessions will tend to take place in the morning where as more practical subjects such as Art, Physical Education etc. take place in the afternoon.

Roles and responsibilities

The Headteacher/ Proprietor will have overall responsibility to ensure that the curriculum is delivered and the objectives are met. The Headteacher will delegate tasks to appropriate staff.

Marking

Marking should be done regularly and comments should reflect the learning objective. The feedback informs the child on successes and will sometimes give short-term targets for improvement. The comments made should be appropriate to the age and ability of the child. Children's work and the teacher's marking is an ongoing record of a child's achievement. Marking should be done in **green** pen and writing should be legible. Marked books will be reviewed by the Headteacher/ subject co-ordinator on a regular basis. Refer to Marking policy for further information.

Reviewed by Caroline Goodsman on 24th August 2020