



**Houghton Regis Primary School**

## **Curriculum Policy**

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Created by: Kathleen McKune – Curriculum Leader

Agreed by: James Edwards – Head Teacher

## **Our Vision:**

***“Where everyone matters and every day counts.”***

***“Nurturing every child, every day.”***

At Houghton Regis Primary School we aim to provide a school experience that is rooted in this vision. As a community school, we aim to offer a close knit, community feel, while inspiring our children to reach beyond the world they can see around them.

The 2014 National Curriculum provides us with an excellent opportunity to further develop our curriculum into a rich, cross curricular experience for our pupils. We believe that young children learn best when taught using a holistic approach which embraces all subjects across the whole curriculum.

### **Appreciation of Life in Modern Britain**

British values are embedded in the culture of the school and throughout learning at Houghton Regis Primary School. We ensure that children at Houghton Regis Primary School develop an appreciation of life in modern Britain and their cultural heritage, as well as an awareness of important issues in the world around them.

**Democracy** – Our School Parliament representatives, House Captains and Learning Ambassadors, in subjects such as Science, are all elected annually by our pupils. Pupils’ ideas and opinions are heard through our regular School Parliament meetings.

**Rule of Law** - Class rules are discussed and agreed upon by staff and pupils at the start of the school year. Our consistent approach to behaviour makes clear to all pupils the consequences of breaking class and school rules. Our approach is age appropriate, meaningful and respectful to the additional needs and circumstances of our pupils.

**Individual Liberty** – All pupils are encouraged to express their thoughts and feelings and helped to reach their full potential by all our staff. Pupil voice is regularly sought in a variety of ways, for example through School Parliament or as a result of subject specific questionnaires by Subject Leaders

**Mutual Respect** – There is a strong ethos across the whole school of respect for each other. Staff are trained to listen carefully to all our children and pupils spend time every week in circle time learning to listen to each other. Our behaviour policy e.g. Going for Gold in KS2 and Buzzed for Learning in KS1 makes clear the importance of mutual respect throughout the school community.

**Tolerance of those of different Faiths and Beliefs** – Our pupils learn about other religions and cultures and are taught to value and celebrate difference. We are a values school and celebrate the key values of Independence, Respect, Determination and Communication.

## **Our aims:**

- Provide 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
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards a lifelong love of learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high expectations for all pupils based on their ability in core subjects such as English, Maths and Science
- Encourage creativity and drive in our pupils through the offer of extensive enrichment opportunities in sport and the arts
- Equip pupils with the knowledge and cultural capital they need to succeed in life

## **Our Learning Friends**

At Houghton Regis Primary School we have learning friends to support the development of key skills in our children. We aim for these skills to be employed throughout the curriculum. The four learning friends are:

### **Chloe Communication**

Chloe says “respect others.”

You have a voice. You like to work within a team. You value different opinions. You listen to others.

### **Danny Determination**

Danny says “Don’t give up.”

You are not afraid to make mistakes. You want to improve your learning. You look for solutions to problems. You are a resilient learner.

### **Izzy Independence**

Izzy Independence says “do your best.”

You take responsibility for your own learning. You use your initiative. You are organised. You can think about how to improve.

### **Colin Curiosity**

Colin says “think for yourself.”

You are inventive. You are open-minded and listen to others. You think for yourself. You are not afraid to take risks.

## **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**.

This Policy is also partnered with our Nursery and Intimate Care policy, Marking and Feedback policy and Equal Opportunities policy.

## **Roles and Responsibilities:**

### **The governing board**

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

## **The Head Teacher:**

- The head teacher 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
- 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 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 SEND
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board



## **Other Staff:**

- The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Head teacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.
- Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum maps and year group topic webs. Subject Leaders have developed a coverage and progression expectation for their subject which all stakeholders (including parents) have access to.
- Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.
- Class Teachers have the final responsibility to produce class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes our vision of a lifelong love of learning.

## **Organisation and Planning:**

- The aim of this school is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding. The school ensures that children are well prepared for life in modern Britain.
- The school provides a highly inclusive environment where virtually all learners enjoy their education and most make good progress in most subjects and areas of learning. Pupils at all levels are helped to achieve their potential. Pupils who are most able are challenged and supported through appropriate extension activities. Those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.
- The school's focus on curriculum development is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest.
- A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and providing a purpose and relevance for learning. The school provides the full core offer of extended school provision. To promote physical health and wellbeing, a range of activities in the before and after school clubs

gives learners an opportunity to access a wide variety of sports, cooking, art and crafts etc.

- ***See our EYFS policy for information on how our early years curriculum is delivered.***
- ***See our subject specific policies and Intent statements for a more in depth account of subject delivery***

## **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.

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.

## **Monitoring Arrangements**

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

- School visits,
- Meetings with the subject leaders and key stage leaders
- School improvement visits
- Monitoring cycle
- Learning walks Subject leaders monitor the way their subject is taught throughout the school by conducting planning scrutinies, learning walks, and book scrutinies, in line with the school's monitoring cycle. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.
  - Curriculum Leader will support the training and development of Subject Leaders to ensure their checks and assessments are robust and informed.

This policy will be reviewed by the head teacher.