

Highwoods Community Primary School



Curriculum Policy

Reviewed: Spring 2023

To be reviewed: Spring 2025

Visions and Aims

At Highwoods, we are passionate about developing the whole child when supporting and nurturing young minds. Through our rich, varied curriculum, our Forest Schools programme and our love of learning, we provide a stimulating, safe and fun environment where children learn about themselves and the world around them. Throughout their time at Highwoods, children become equipped with the knowledge and key skills needed to succeed and take their learning further in the future in an ever-evolving society.

Our Curriculum Values are:

- Accessible
- Inspirational
- Aspirational
- Resilience Building

The above points are expanded on in our Curriculum Values document, which can be viewed on our website.

Curriculum Coverage

- The Early Years Foundation Stage (EYFS) follows the DfE Curriculum Guidance for the Foundation Stage which includes seven areas of learning:
 - PSED (Personal, Social and Emotional Development);
 - PD (Physical Development);
 - Communication and Language

These are the Prime areas.

- Maths
- Literacy
- Understanding of the World
- Exploring Art and Design

These are the Specific Areas

- From Year 1, Literacy and Numeracy plans follow the 2014 National Curriculum Programme of Study
- Science lessons are planned on a Medium Term basis
- Years 1-6 follow the Highwoods Curriculum Map.
- Thematic Medium term plans are produced in detail, with reference to Curriculum Map. Each Medium Term plan is divided into a number of sessions, with details of the key skills, activities, evaluation and evidence of work from each session. These

Medium Term plans are produced in such detail each half term that they are used as weekly plans for theme lessons. We are committed to providing a knowledge-rich curriculum.

- Theme plans are monitored by the Curriculum Manager and are stored centrally on the server.
- Theme skills are assessed each half term by teachers and are shared with the Curriculum Manager, who monitors these evaluations and assessments and ensures that future planning reflects the needs of the children and activities are changed if not effective to the learning process or to ensure progression. Teachers use amended theme plan each year which include comments from the Curriculum Manager about prior attainment of their pupils in that specific subject area.

Planning

- English and Maths are planned on a weekly basis in year group teams with reference to the 2014 National Curriculum.
- Science lessons are planned per unit of work in year group teams.
- Integrated Theme (foundation) lessons are planned on a half-termly/termly basis, with reference to the curriculum objectives as set out in the National Curriculum.
- Weekly English plans and Maths plans, Science unit plans and half-termly theme plans are saved on the server for members of the Senior Leadership Team and Subject Leaders to monitor.
- Visits and visitors, to give children first-hand experience, are planned for when appropriate and possible.

Assemblies, SRE and RE

Assemblies may be delivered by the Headteacher, teachers, Vicar or other members of the community. We aim to involve children in assemblies where possible, including religious festival assemblies and when we celebrate cultural diversity. An optional prayer may be said at the end.

RSE (Relationships and Sex Education) is taught as part of the PSHE programme of study. In all years children learn about relationships. In years 5 and 6 children also learn about puberty and begin to know the scientific names for body parts.

Homework – see homework policy.

Monitoring and Evaluation

- The thematic curriculum will be monitored after each half- term theme by the Curriculum Manager, Senior Leadership Team and Subject Leaders. The Curriculum Manager feeds back to teachers about progression within foundation subjects and coverage of the 2014 National Curriculum.
- Monitoring and evaluation takes the form of Pupil Perception, Book Scrutiny, Planning Scrutiny and discussions with members of staff.
- Subject leaders monitor their subjects through dedicated subject leader monitoring staff meetings, immersion days when they spend time in classes joining in the explicit learning of their subject, pupil perception and book monitoring.

Assessment - see Assessment Policy

Reporting on Pupil Attainment

Teachers meet with parents twice a year at Parents' Evenings and receive one annual end of Year report.

Roles and Responsibilities

The Headteacher takes overall responsibility for the curriculum. The Curriculum Manager monitors the thematic curriculum on a regular basis and 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, from pupils through the class, pupil perception interviews and school councils, and from staff and governors at their regular meetings.

Inclusion - see Inclusion Policy.

Self- Esteem and Self- Worth

Awards assemblies are held each week in EYFS- 4 and every two weeks in years 5 & 6 recognising the achievements of our pupils. Individual and sometimes groups of children are awarded certificates for good work, effort or following the Highwoods High- Five. Each academic year, children from each class are elected as School Council representatives or to be members of the Eco-Committee. Meetings of these committees take place regularly and time is given for members to feed back to their classes. Maths and Reading Ambassadors are also selected annually. Prefects are selected by year 6 teachers throughout the year and one of their responsibilities is to conduct parent tours.

Extra-curricular activities

A wide range of activities is offered at the start of each half term. Some enrichment activities and after school clubs are organised by external providers.

The Learning Environment

Classrooms should be clean, tidy and promote learning.

Display possibilities:

- Working wall (contributions from children added, ongoing work, model writing or workings)
- Images and photographs
- Examples of children's work
- Key words (English, Maths, Science)
- Number lines
- Speed sound charts
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For adults:

- Planning
- Class timetable
- Class support timetable
- Fire precautions
- Visual timetables for SEN children
- Handwriting poster for children
- Roll call card (for fire evacuation)

Governors' Role

It is the *Governors'* role to monitor and review the policy and its practice through:

- Regular visits to see the delivery of their subject/area, and report to the Headteacher and teachers
 - Receiving reports from the Headteacher and Curriculum Leaders.
 - Promoting and ensuring at all times equal opportunities in relation to race, gender, class and belief.
 - Talking to children about how they feel regarding their learning.

Review

This policy will be reviewed every two years.

Glossary

Theme	A unit of work based around a certain topic/idea. Eg "Victorians" in Year 6 involves children in learning about the history of this time period, covering areas of PSHE (empathy through coverage of working children), geography (development in Britain during the Industrial Revolution), art (Lowry industrial landscape paintings), DT (making a working carousel from a fairground which uses a pulley system and cams).
DfE	The Department for Education
EYFS	Early Years Foundation Stage
RSE	Relationships and Sex Education
Stakeholder	Anyone who has an interest in the school. Eg parents, Governors etc

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