

Highwoods Community Primary School



Curriculum Policy

Reviewed: Spring 2025

To be reviewed: Spring 2027

Visions and Aims

Throughout their time at Highwoods, children become equipped with the knowledge, skills and character needed to thrive and be the best version of themselves.

Our Curriculum Values are:

- Accessible
- Inspirational
- Aspirational
- Resilience Building

These 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

Content/ planning

Years 1-6 follow the Highwoods Curriculum Map.

- From Year 1, weekly English and maths plans follow the 2014 National Curriculum Programme of Study.
- Half- termly science units are planned from the National Curriculum objectives.
- Individual thematic plans are produced in detail, with reference to the National Curriculum. These plans detail the teaching and outcome for each session and are used as weekly plans for theme lessons.
- Theme plans are monitored by the Curriculum Manager and are stored centrally on the school server. They are subject to adaptation with any changes being checked against our subject progression maps by the Curriculum Manager.
- Educational visits and visitors to give children first-hand experience, are planned for when appropriate and possible.
- Some subjects follow schemes of work, such as Purple Mash for computing, Get Set 4 PE, SCARF for PSHE and Cheranga for music.

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 assemblies to celebrate cultural diversity.

RSE (Relationships and Sex Education) is taught as part of the PSHE programme of study. In all years, children learn about healthy relationships. In years 4, 5 and 6 children also learn about puberty and begin to know the scientific names for body parts (see RSE and PSHE policy).

Monitoring and Evaluation

- The thematic curriculum is monitored 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 when appropriate.
- Monitoring and evaluation takes the form of discussions with members of staff, pupil perception and triangulating lesson drop-ins with planning and book looks.
- 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 looks. Subject leaders have a subject SEF where they detail targets for their subject. Art, design technology, geography and history

Reporting on Pupil Attainment

Teachers meet with parents twice a year at Parents' evenings and receive one annual end of year report. This report details against foundation subjects stating if the pupil is working towards/ at expected or above year group standard. Core subjects- SPaG, reading, writing and maths- will also detail whether the pupil is working significantly below, below, expected year or above year group standard. Foundation subject data is entered on Insight annually and core subjects are entered half- termly.

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.

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 termly 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 safe, 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
- Vocabulary (class readers)

For adults:

- Planning
- Class timetable
- Intervention timetable

Expected documents on display:

- 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 other relevant staff members.
- 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

<i>Theme</i>	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).
<i>DfE</i>	The Department for Education
<i>EYFS</i>	Early Years Foundation Stage
<i>RSE</i>	Relationships and Sex Education
<i>Stakeholder</i>	Anyone who has an interest in the school. Eg parents, Governors etc
<i>PSHE</i>	Personal, Social, Health Education

Other policies to read in conjunction with the Curriculum policy:

Homework policy

Feedback policy

RSE/ PSHE policy

Inclusion policy

Assessment policy