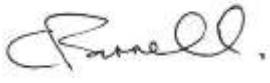




Curriculum Policy

Hamstel Junior School

Excellence in Everything

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Curriculum Policy

Policy for 'The Hamstel Curriculum'

Introduction

The curriculum is all the activities that are planned and organised in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', that is 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 while developing knowledge and skills, so that they achieve their true potential.

At Hamstel we aim:

- To welcome each child into a caring community, so that by being valued they learn to value others.
- To promote in each child confidence to do their best at all times and encourage them to be persistent to meet the challenges that they may encounter in life.
- To promote in each child an enjoyment for learning and school.
- To provide a stimulating and varied curriculum so that every child is encouraged to develop her or his understanding and skills to their fullest potential.
- To promote in all our children an attitude of self-discipline, responsibility and independence so they, as adults, may make a real contribution to their community in a changing world.

We hope to give every child.....

- The opportunity to develop the skills and acquire the understanding which provides a firm foundation for all future learning.
- An education that is broad and balanced, covering all areas of the National Curriculum as well as important areas of health, safety, personal and social development and religious education
- An understanding of all communities and the cultural diversity that makes the modern world.
- The recognition that each child will develop at his or her own rate.
- A sense of pride and respect for each pupil's personal identity and fairness for all regardless of gender, race, social background or physical diversity.
- An understanding of the basic British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs**.
- To understand the importance of respect and leave school fully prepared for life in modern Britain.
- The challenge, encouragement and understanding necessary to reach his or her full potential.

Our Approach

A rich web of knowledge is what provides the capacity for pupils to learn even more and develop their understanding. This does not preclude the importance of skill. Knowledge and skill are

intrinsically linked: skill is a performance built on what a person knows.

At Hamstel Junior School we aim to deliver a knowledge-engaged curriculum which:

- *maintains knowledge as a focus*
- *believes that knowledge underpins and enables the application of skill*
- *allows opportunities to develop skills and learning behaviours/habits*
- *has an emphasis on cross-curricular teaching in order to make the curriculum relevant and meaningful to pupils, and for putting knowledge into context*

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

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](#).

Roles and Responsibilities

Portico Academy Trust

Portico Academy Trustees will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Trustees will also ensure that:

- *A robust framework is in place for setting curriculum priorities and aspirational targets*
- *Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)*
- *The school implements the relevant statutory assessment arrangements*
- *It participates actively in decision-making about the breadth and balance of the curriculum*

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- *All required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met*
- *They manage requests to withdraw children from curriculum subjects, where appropriate*
- *The school's procedures for assessment meet all legal requirements*
- *Proper provision is in place for pupils with different abilities and needs, including children with SEN*

Assistant Headteacher for Curriculum

The Assistant Headteacher for Curriculum is responsible for ensuring that this policy is adhered to, and that:

- *All required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met*
- *To monitor the curriculum ensuring progression and coverage is in place for pupils with different abilities and needs, including children with SEN.*

- To work with subject leaders to support their role within the curriculum and outline any training needs for whole school or the Trust.

Subject Leaders

Subject leaders are responsible for:

- Long term plan for their subject across the school
- Progression across the school in their subject and where skills are built upon
- Subject intent statement for their subject
- Subject audit and improvement plan (mini AIP)
- Scrutinising teachers' plans and pupils' work books
- Attending relevant continuing professional development (CPD) courses to keep up to date with latest curriculum changes. Then passing on information to the wider school via knowledge-sharing meetings
- Attending Portico Subject Leader meetings
- Looking for and sharing good education resources (such as apps, websites, software and teacher-made resources)
- Timetabling, and ensuring that all necessary and important topics are covered throughout the school year
- Organising the subject's resources
- Supporting staff, especially newly qualified teachers (ECTs)
- Raising the profile of their subject in the whole school
- Assessing levels of knowledge among staff and deciding if training is needed
- Finding a way to meet these training needs when necessary, such as meetings or training sessions
- Liaising with the senior leadership team (SLT) to look at data, such as progress and expectations data, and ensure that progress is on track
- Setting targets and creating an action plan for their subject

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Organisation and Planning

We recognise that our children will benefit from opportunities that exist outside of the 'national' curriculum. We have identified three areas that we believe will help improve the future opportunities for our children;

- Possibilities – we feel that our children need an increased awareness of possibilities for their futures that they may not even realise exist. This may include jobs, further education and training, sport, travel etc.
- Experiences – first hand experiences are an essential part of learning and we feel it is vital that our children have these opportunities. This may include school trips, residential trips, visitors (including star authors, experts etc.) and outdoor learning.
- Hamstel Habits – we have identified three lifelong learning habits that our children will need in order to experience greater success both in school and later in life. These are **courage, determination and excellence**. These are explored through a variety of lessons and contexts.

Our curriculum covers all aspects of the National Curriculum and is taught both through a cross-curricular approach and by discrete subject teaching, through the driver of a high-quality text. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. They will learn through six high quality texts bringing learning alive and making those meaningful curriculum connections.

We like to give the children the opportunity to use first hand experience. This is in the form of the use of artefacts, tools, materials, educational visits and external visitors coming into the school.

We plan our curriculum in three phases. We agree a long-term plan. These indicate what topics are to be taught in each term, and to which group of children. We review our long-term plans on a regular basis.

We then produce a half term overview showing what learning objectives will be taught each week for each subject as well as a brief description of what will be taught. This overview also identifies experiences (including any visits or visitors) that will support that half term's learning.

Our shorter term plans are very detailed. They include the learning objective, success criteria, a description of the activities that will be taught (including appropriate adaptations), the plenary and an evaluation of learning / children's understanding.

Each teacher also produces a weekly log on their Outlook calendar, which outlines that week's timetable.

Inclusion and Adaptations (also see SEND Policy and More Able and Talented Policy)

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children then the class teacher will adapt plans accordingly. Opportunities for adaptations will be identified at the planning stage.

Extra-Curricular Activities

A range of extra-curricular activities is an essential part of the life of our school. A number of extra-curricular activities, including a wide range of general and sports clubs, are held regularly before and after school. These clubs give children the opportunity to develop and experience other skills as well as those identified in the National Curriculum.

Assessment, Recording and Reporting

Foundation subjects are assessed regularly dependent on the curriculum and recorded on Arbor. The overall grade is decided by the end of the year in July.

Annual reports feature a space for comments to celebrate successes.

Monitoring

The Assistant Headteacher with responsibility for the curriculum and subject leaders will monitor the way their subject is taught throughout the school by:

- ☒ *Monitoring planning*
- ☒ *Observing lessons including drop ins, learning walks and full observations*
- ☒ *Talking to children*
- ☒ *Book Looks*
- ☒ *Other methods decided by SLT*

Subject leads also have responsibility for monitoring the way in which resources are stored and managed. Each subject leader has a member of SLT supporting them in the leadership of their subject and how well it is being taught across the school

Links with other policies

This policy links to the following policies:

- ☒ *Assessment policy*
- ☒ *SEND Policy*

- ☒ *English Policy*
- ☒ *Maths Policy*
- ☒ *More able and talented policy*
- ☒ *Inclusion Policy*
- ☒ *Equality and Diversity Policy*
- ☒ *PSHE Policy*
- ☒ *RE Policy*
- ☒ *RSE Policy*
- ☒ *Teaching and learning policy*

Appendix – Subject Statements

The following links are for our 'Subject Statements'

[The Hamstel Curriculum Statement 2022.docx](#)

[Subject Curriculum Statement for Art.docx](#)

[Subject Curriculum Statement for Computing.docx](#)

[Subject Curriculum Statement for D&T April 2022.docx](#)

[Subject Curriculum Statement for English.docx](#)

[Curriculum Statement for Geography 2022.docx](#)

[Curriculum Intent Statement for History.docx](#)

[Curriculum Statement MATHS.docx](#)

[Curriculum Statement for MFL.docx](#)

[Curriculum Statement for Music.docx](#)

[Curriculum Statement for PE 2022.docx](#)

[Subject Curriculum Statement for PSHE RSE.docx](#)

[Subject Curriculum Statement for Pupil Voice.docx](#)

[Subject statement for RE.docx](#)

[Subject Curriculum Statement for Science.docx](#)