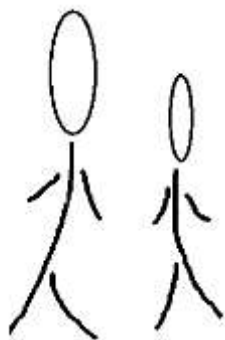


Harewood Primary School



Aspire, Acquire, Achieve

Curriculum Policy

Approved by Governors:	October 23
Review Date:	October 24
Signed by Headteacher:	Caroline Heywood
Signed by Chair of Governors:	Denis Robinson

Harewood Primary School offers every child the chance to achieve their full potential. We achieve high standards and give our children the foundations for future learning and success in life. We offer children a rich and exciting curriculum underpinned by effective teaching and learning across all subjects.

Aims

We recognise that many of our children join our school with low starting points ___ and require an ambitious adaptive curriculum designed to give our children the wealth of experiences they each need to succeed in life. We want our pupils to ASPIRE, ACQUIRE and ACHIEVE.

Many of our pupils come from disadvantaged backgrounds (See IDACI report 2019).

We are proud of our ambitious curriculum - its delivery by our highly-trained staff and the achievement of all our pupils. Our curriculum which begins in nursery, is planned so that pupils are taught sequentially; knowledge is gained cumulatively; it is relevant to their lives now and in the future and is embedded in real life experiences.

Expertise

Each subject is lead by a designated subject lead with the support of a curriculum team which includes a member of the SLT.

All subject leads access training in their subject via The National College, the LA and other providers. They also attend termly subject leader network meetings organised either by a cluster of local schools. This ensures they develop expertise in their subject which is disseminated to staff in PD Days and staff meetings.

Our children in early years are taught by experienced, highly trained staff and lead by our newly appointed early years lead, who has previously been instrumental in developing our early years curriculum.

Specialist teaching is sometimes used. In KS2, if teachers have expertise in English or Maths they may specialise in teaching one of those subjects. This provides equality of access to high quality teaching and allows teachers to focus their planning time on one subject. We employ a specialist singing teacher who works with across school. The standard of singing is very high and the choir have performed at festivals and won awards. A sports coach is employed to run free after school PE clubs.

Structure

Our curriculum for each subject has developed and evolved over time to ensure it matches our aims. Schemes of work are in place for all subjects. Some are commercially produced and have resources embedded in them eg Language Angels for teaching French. Other purchased schemes are supplemented high-quality resources eg Tig Tag videos to supplement the Developing Experts scheme in science. Published schemes are carefully adapted, where appropriate, to fulfil our curriculum aims. Other subjects eg writing have been designed by teachers to ensure progression and the systematic acquisition of knowledge and have relevance to the wider learning and experiences of our pupils.

We recognise that many of our children entering our school in nursery have low starting points. The early years curriculum has been designed to ensure that children progress effectively towards the early learning goals and in their wider personal development. The "Foundation Stage" comprises both Nursery and Reception age children, who work towards Early Learning Goals. These Early Learning Goals are not used as a curriculum or in any way to limit the wide variety of rich experiences that are

crucial to child development. The Early Goals are used to support teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year 1.

The Primary Curriculum programmes of study for Key Stage 1 have been written and delivered in Years 1 and 2. The early years foundation stage prepares children for learning in Key Stage 1 and is consistent with the Primary Curriculum.

Plans

All subjects have a long term overview which is added to each year group's long term plan this then contributes to a whole school long term plan. More detailed medium term plans are developed from this which detail the learning children will undertake, key vocabulary and progression statements. The curriculum lead reviews plans to ensure breadth of coverage and progression.

Structure

The curriculum structure and timetable has been adapted to ensure children have the best possible opportunity to cumulatively acquire knowledge and skills. The curriculum is organised so that some subjects are taught daily, others weekly and some in blocks of time to reflect the particular requirements of the subject and the needs of our children.

Core subjects: mathematics, English and key knowledge in science, are taught daily where frequent repetition is essential to reinforce core skills and ensure they become part of long term memory.

Other subjects: French (from year 3), music, computing and PE, are taught weekly where small sequential steps are built upon over time to provide children with an opportunity to develop skills and knowledge.

A number of subjects are taught in blocks of time: history, geography, science (units of study), DT art and design and RE, to enable children to become immersed in a topic and provide extended time to complete creative activities and follow their interests. PSHE (RSE) is taught through assemblies and a weekly lesson to reflect the need to keep children safe and provide them with the knowledge and understanding of their role in this.

Delivery

Lessons are taught using well-designed flipcharts which sequence lessons and contain key information, links and images (many of our children have had limited life experiences and require images to support concepts and vocabulary).

At upper Key Stage 2 Class Kick is used on IPADs as an interactive tool between the teacher and pupil to present and share work and offer feedback.

Targeted questioning is used to clarify understanding, assess and challenge. Teaching is adapted to ensure all pupils access the key learning of the lesson. This may include: teaching assistants support pupils with SEN, adapted resources and tasks, clarification of key vocabulary for EAL children or those with more limited language acquisition and life experiences, preteaching and Precision Learning.

Pupils have regular planned opportunities to revisit prior learning eg 5 minute maths, which practises daily key maths facts. The writing overview is designed so that children revisit and build upon, prior learning with growing independence. Lessons begin by recapping previous lessons. Each morning, children take part in science quizzes. This ensures children are ready for the next steps in their learning.

The wider world

We prioritise connecting our curriculum to the wider world and life beyond the walls of our school. Many of our pupils due to high levels of deprivation and the impact of COVID have had limited enriching life experiences. We have a programme of trips designed to enrich learning, add cultural capital and ensure each child is entitled to a minimum broad range of experiences. Pupil Premium money is used to support these trips. The school has a minibus and trips happen in small groups to ensure children have a fuller experience. We also regularly attend inter-schools sporting competitions and ensure a wide range of children (pupil premium, girls and boys, gifted and talented) have the opportunity to take part.

Extra-curricular clubs

We offer a wide range of after school clubs. These are run mostly by teaching assistants and have included arts and crafts, choir, computing, and sports (specialist sports coaches are employed). Our pupil premium children are prioritised, where appropriate for places.

Futures

Children learn about the relevance of the curriculum to their future lives eg in art they learn about jobs that artists do to create art and design in our everyday lives; in English they find out about authors and how they work. They work explicitly on skills for employment through Skills Builder assemblies. The Careers Lead invites parents and other members of our school community into school to discuss their careers on Careers Day.

Reading

"At Harewood Primary we believe all children, whatever their starting point, deserve the opportunity to reach their full potential. Underpinning and essential to this are our aspirations for children to become effective communicators. We aim for them to achieve high standards in speaking and listening, reading and writing to enable them to excel and overcome barriers to their future as successful members who contribute to the British community.

We provide a rich and exciting English curriculum designed to encourage a love of language: Reading is prioritised to allow pupils to access the full curriculum offer.

Phonics

Our bespoke phonics builds children's phonic knowledge rigorously and sequentially. Children

Systematic Synthetic Phonics Programme – From September 2021, the school followed the Essential Letters and Sounds SSP. In September 2022, we adjusted the programme to adapt it to the needs of children at Harewood. The adjustments allowed for revision of sounds in Year 1 at the beginning of the autumn term and are outlined in our progression in reading document. We have also made adaptations to the written work within the scheme - this can be found in our bespoke phonics scheme. "Harewood ELS Bespoke Phonics programme". These changes were implemented in 2022 and will continue 2023-2024.

Developing Reading

Children continue to follow this programme, from Year 2, to secure their phonic knowledge in class, group and individual interventions. Children transition to the Rigby scheme and then their own choice of book from their class library. We recognise the importance of a continuing structured approach to developing fluency and comprehension so all children follow online reading development programmes. Reading for pleasure and a love of reading is a priority. The reading policy outlines our approaches to this.

Maths

Mental arithmetic and mathematical fact knowledge are key components in the process of achieving mastery in mathematics. Our maths lessons make the acquisition of these skills fun and engaging, enabling all children to feel successful in Maths.

The White Rose scheme is used as a basis for the Long and Medium Term Planning across all year groups. This not only ensures coverage of the whole curriculum but has been designed to build upon previous skills and knowledge.

Concrete is the “doing” stage. During this stage, students use concrete objects to model problems. Unlike traditional maths teaching methods where teachers demonstrate how to solve a problem, the CPA approach brings concepts to life by allowing children to experience and handle physical (concrete) objects.

SEN

Children with SEND are supported to achieve their best possible outcomes. Teachers assess regularly to identify quickly children who are not making the desired progress. We intervene to ensure children have access to the support they need to keep up with their peers. Support may include planned interventions, tutoring, pre-teaching and precision learning (to ensure access to the curriculum) the use of specific programs eg Lexia, and Block Therapy.

Teaching assistants are deployed to support most children to access the learning of their peers with growing independence. Interventions are carefully planned to ensure children have the best possible access to the full curriculum. Teachers and teaching assistants are trained to deliver a wide range of interventions.

The progress of children with SEND is closely monitored by teachers and the SENDCO who ensures SEND support plans reflect the needs of the child. Teachers are trained in writing relevant smart targets and these reflect the recommendations of professionals eg an educational psychologist or specialist LA teacher.

Assessment

Within lessons

Children’s progress and attainment is assessed in a variety of ways. Formative assessment during lessons through targeted questioning and live marking informs teachers quickly. They then adapt quickly by focusing support, adapting tasks, adjust pace or identifying children who may need an early intervention or some Precision Teaching.

Our phonics programme includes “keep up” sessions for those children in danger of falling behind or who need extra reinforcement. Online reading programs eg Reading Plus are adaptive to children’s attainment. Progress is celebrated with certificates and in assemblies.

Pupil voice

In the foundation subjects, at the end of a unit of work, pupils complete a “pupil voice sheet” as a response to their learning in that unit. This is used by teachers to aid their assessment of pupils learning in that subject.

Testing

Teachers use pretesting and ongoing low stakes testing to check retained knowledge, target support where needed and enable children to check their understanding. Summative testing for example

termly Testbase tests in maths and reading are used to track progress over time. Analysis of this is used to support target setting and to plan interventions.

Marking and feedback

Teachers provide feedback to pupils during lessons in order that positives can be reinforced and errors quickly rectified. Successful work can be shared as models for other children. Stamps and written feedback are used in books as appropriate.

To mark pupils writing, teachers write comments in their teacher mark book. General comments – positives and common points for development – are shared with the class and support the editing process. Notes on individuals are used to identify good examples of work and where individuals may need extra support or clarification. This reduces the need for teachers to unnecessarily repetitively write individual comments in children's books.

Monitoring

The delivery of the curriculum and the progress of pupils is closely monitored by teachers and subject leads. Subject leaders scrutinise children's work (including pupil voice sheets), talk with pupils about their learning, analyse data on the Insight tracking system, conduct questionnaires with staff and observe lessons. Results of this are used to make adaptations to the curriculum, target staff CPD and track progress. Writing is moderated within year groups and with the curriculum lead.

The head reports progress to the governors. They read and approve curriculum policies. Curriculum leads meet with governors to discuss progress and developments in their subject.

Our School improvement advisor conducts regular MER visits to scrutinise areas of provision and has conducted a review of reading.