

# Hindley J and I School



## Curriculum Policy

Written June 2015  
Reviewed November 2018

\_\_\_\_\_ Signed on behalf of the school

\_\_\_\_\_ Date

## **Introduction**

At Hindley J and I school, in response to the experiential deprivation of our community, memorable experiences play a key role in enhancing our wider curriculum. This includes specialist visitors to school and/or visits to places of interest for example: an annual Y6 Residential; wintry visits to Chill Factor e; explorations of the pre-historic world at the University Museum Manchester and studying the work of Andy Warhol at the Liverpool World Museum etc. These experiences are captured in the class Learning Journals.

We further enrich the curriculum by providing; music tuition, opportunity to engage in sporting tournaments and a wide range of themed weeks for example, 'Pirate Problems' (May 2017), 'A Celebration of Music' (June 2017) and 'Roald Dahl Author Focus' (Feb 2018).

Hindley J & I School has a bespoke approach to the teaching of reading (Read, Write Inc in Early Years and Key Stage 1 and Reading with RIC in Key Stage 2) and writing (Writers' Workshop and Read Write Inc. Spelling). As a result, pupils are benefiting from teaching which is carefully tailored to meet their needs. This is beginning to have a positive impact on pupil outcomes.

In Maths, work has been undertaken in embedding a 'concrete, pictorial, symbolic' approach, providing pupils with a secure foundation in basic maths skills.

## **Aims**

Our curriculum aims to:

- ✓ Provide a broad and balanced education for all pupils
- ✓ 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 learning
- ✓ Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

To achieve these aims, the curriculum is planned to be:

- ✓ **Broad** so that it provides a wide range of knowledge, skills and experiences
- ✓ **Balanced** so that each subject has sufficient time to contribute effectively to learning
- ✓ **Relevant** so that learning can link to the pupils' experience
- ✓ **Coherent** so that topics can be linked to make the whole learning experience more meaningful
- ✓ **Progressive** so that what is taught builds in a systematic way upon what has already been learned
- ✓ **Differentiated** so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil
- ✓ **Accessible** so that there is equality of opportunity for all.

## **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**.

## **Roles and Responsibilities**

### **The governing body**

The governing body will monitor the effectiveness of this policy and hold the head teacher to account for its implementation. The governing body 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 (SEN)
- ✓ 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 dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **Headteacher**

The headteacher 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
- ✓ The amount of time provided for teaching the required elements of the curriculum is adequate
- ✓ Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- ✓ The school's procedures for assessment meet all legal requirements
- ✓ The governing body is advised on whole-school targets in order to make informed decisions

### **Subject Leaders**

The role of the subject leader is to:

- ✓ Provide a strategic lead and direction for the subject
- ✓ Ensure there is suitable coverage of their subject

- ✓ Support and offer advice to colleagues on issues related to the subject
- ✓ Monitor pupil progress in that subject area
- ✓ Provide efficient resource management for the subject.

### **Other staff**

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

### **Organisation and Planning**

We plan our curriculum in three phases:

- ✓ We agree a long term plan for the whole school, with an overview of the English units and Maths units to be taught each half term. This also indicates which wider curriculum units of work will be taught.
- ✓ Our medium term plans, give guidance on the different units of work
- ✓ Our short-term plans set out the learning objectives, teaching & questioning strategies, differentiated activities and deployment of adults

We provide a curriculum which has a variety of memorable experiences and enrichment activities that are integrated into the curriculum plans for each year group throughout the school year.

We are aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. This is done by providing a Class Newsletter at the beginning of each half term, indicating the coverage of English, Maths and the wider curriculum and how parents can support the children in their learning.

### **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 SEN
- ✓ Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN 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.

### **Monitoring and Review**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements. Senior leaders and subject leaders/curriculum monitor the way their subject is taught throughout the school by: planning scrutinies, learning walks, book scrutinies, lesson observations, pupil voice, analysis of data etc.