

HARESTOCK PRIMARY SCHOOL

SCHOOL POLICY

CURRICULUM

Updated: November 2018

Changes from previous version: Another learning leaf added, Curriculum for Learning Overview added.

Date: Summer 2017

Review Date: Summer 2020

As a school community we believe that children should have a happy and productive time at school.

Our mission, here at Harestock, is that everyone is valued, inspired and nurtured on their individual journey of success.

At Harestock **our vision** is for all pupils to become confident and motivated: to reach their full potential and become responsible citizens, skilled for their future.

Our aim is to provide a stimulating environment in which each child can develop fully as an individual. We will help all pupils develop their personal and social skills and achieve their full academic potential. We will encourage them to be independent and resourceful whilst also valuing and considering the needs and feelings of others.

Through the curriculum, **we aim** for our children to be:

Successful learners who....

- are numerate, literate and ICT literate to enable life-long learning
- can think independently
- are curious, inquisitive and willing to take risks to try new things
- are motivated and engaged
- are creative in their approach to learning
- can communicate thoughts and ideas effectively and ask appropriate questions
- are able to apply and transfer skills in a variety of contexts
- understand how they learn best, and take responsibility for their own learning
- are resilient and accepting of change
- are organised

Confident individuals who....

- are independent and self-motivated
- are happy and feel safe
- can understand the consequences of their own and other's actions as well as skills of negotiation and compromise
- form good working relationships with others
- are responsible for their health and well-being

Responsible citizens who...

- are spiritually and morally aware
- have appropriate manners and good behaviour

- contribute positively to others in their community and show them respect
- understand the world around them
- are culturally aware
- are environmentally aware

The school addresses these aims through specific policies which guide the way the school operates and how the curriculum is delivered. These are on the school website.

Our Harestock Curriculum for Learning Overview states our curriculum intention, our curriculum implementation and the impact of the curriculum. (Appendix 1).

Our Learning Values are:

I am motivated	I am independent
I am organised	I am a team worker
I am a risk taker	I am a problem solver
I am able to question	I am able to persevere
I am resilient	I am reflective
I am able to collaborate	I am able to relate to others
I am able to empathise	I am respectful
I am able to show excellence	I am resourceful
I am assertive	I am confident

Our curriculum is delivered through a two year planning cycle. The teaching staff work as a team where possible and plan their work half-termly, weekly and daily within the framework provided by the two year Plan. We use a variety of teaching methods to suit individual children, the whole class and the subject area of the curriculum. Children are given work to match their ability/ year group expectations and ensure they receive appropriate challenge. Children with identified needs will be supported, in a variety of ways, when appropriate.

Teaching Time:

Foundation Stage : 24 hours & 45 mins

Key Stage 1: 23 hours & 30 mins

Key Stage 2: 24 hours & 45 mins

This time does not include time for registration (5 minutes twice daily), collective worship (15 minutes every day), or breaks (15 minutes every day).

Curriculum

All children in school follow the National Curriculum programme of study. The curriculum is delivered in a variety of ways:

- whole class teaching
- group teaching
- individual teaching
- guided collaboration
- independent self-directed activities

Teachers ensure that there is a balance between the introduction of new ideas, skills and knowledge and the reinforcement, practise and repetition of what has previously been taught.

The National Curriculum forms the basis for curriculum planning throughout the school. Our creative, thematic approach to curriculum planning aims to maximize cross-curricular links.

The children in Reception engage in their learning through the Early Years Foundation Stage Framework, with activities planned to meet each child's educational needs.

The emphasis on individual needs continues throughout the school and is reflected in the school's policies.

At the start of each topic, parents are provided with a brief outline of the topics and areas of study the children will be cover. These will also be on the school website in more detail.

Careful assessments and records are kept of your child's attainment and progress. You are kept as fully informed as possible through parent interviews and the end of year annual report. Further information and appointments are provided as and when necessary. A copy of the school's most recent National Assessment results with comparative national data can be found on the website and in the prospectus.

Throughout the school, homework plays a developing role in supporting the children's learning. Communication sent home in all Year groups provides clear guidance on tasks set as well as this information being on the school website. Each child receives a home-school booklet which is a record of the books your child has read. We strongly encourage all children to read daily at home.

We enrich and enhance the curriculum through the use of visitors, visits and special events.

The Year 6 children are also offered a five day residential to Dorset. The purpose of this is twofold:

- to enhance the opportunities for learning, and
- develop the social skills, independence and resourcefulness needed to live away from home in a larger community.

Withdrawal from Religious Education and Collective Worship

The education Act of 1996 states that parents have the right to withdraw their children from Religious Education and Collective worship. Alternative arrangements will be made for children not attending Collective worship or experiencing the R.E curriculum.

Relationship and Sex Education

Under the Education Act of 1993 parents have the right to withdraw their children from all or part of the sex education programme (except those aspects included in the Science National Curriculum). Parents who wish to exercise this right are asked to make an appointment to see the Head teacher in order to discuss the matter further.

See the curriculum appendix for individual subject overviews and the Curriculum for Learning Overview.

