

Highfield Community Primary School

Curriculum Policy



Academic Year
2021 – 2022

Overview

This policy provides an overarching framework that translates the values and aims of the school into effective teaching and learning. The policy covers both the requirements of National Curriculum (September 2014), which provides the legal foundation of the curriculum for maintained schools; securing an entitlement for all pupils, and all that is learned in school, both formally and informally, within and beyond the school day.

Each programme of study is published on our school website www.highfield-blacon.cheshire.sch.uk They can be found on the parents' page and the class pages.

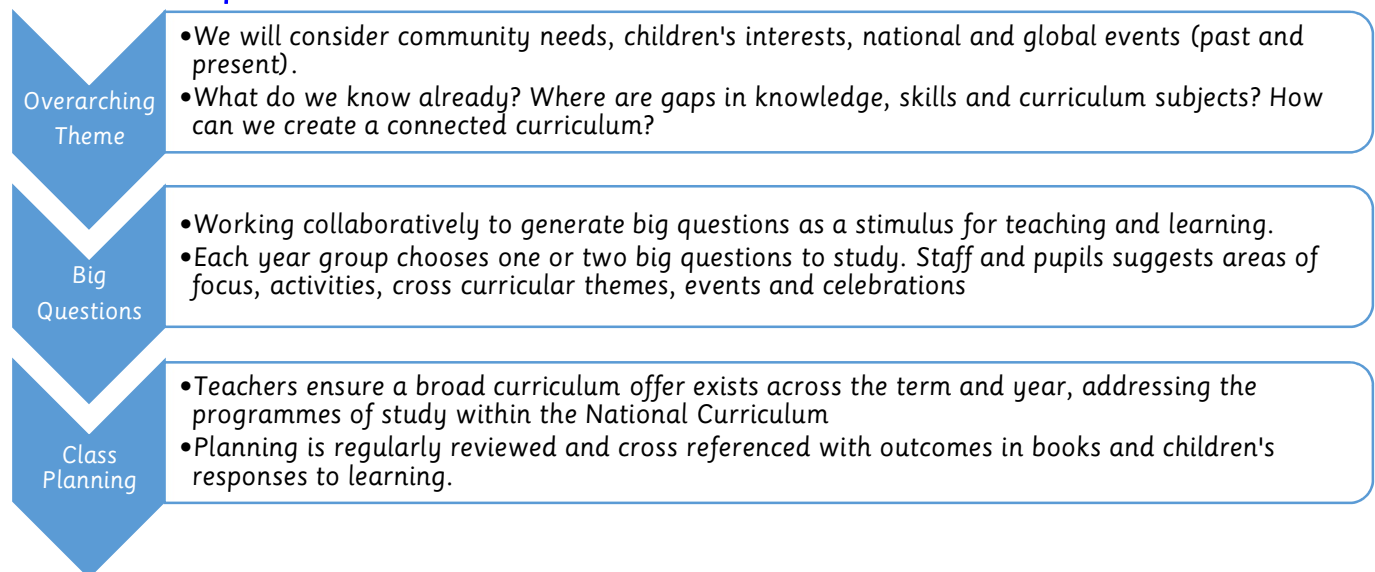
Curriculum Intent - 'Look Up... Look Out... Look Beyond'

Through the planning and delivery of our curriculum we want to encourage your child to 'look up' and be interested in their own learning and environment; to 'look out' and see links and opportunities in what they are learning and to 'look beyond' their own thoughts and locality, towards their future aspirations and the wider world.

Underpinning all aspects of the curriculum are the key skills of speaking, reading, writing (including handwriting) and maths. Learning and teaching is planned to meet and exceed the requirements of the National Curriculum. Most importantly, the curriculum is planned to respond to and meet the needs of our children, families and community.

What we believe makes our curriculum special is that the content is selected by our staff in consultation with our pupils each year. In addition, the whole school collaborate and work on the same topics at various intervals and depths through-out the year. This leads to rich, cross-curricular outcomes that encompass the whole of our school community. It provides collaborative links between classes and across Key Stages, allowing us to evidence progression across our school, providing models of excellence for pupils and opportunities to coach and embed the knowledge and skills they have learned. Where possible our children can suggest and help plan their own topics to study.

Curriculum Implementation



Curriculum Impact

The impact of the curriculum should give rise to opportunities to take learning to a depth that challenges and engages our pupils regardless of their ability. This in turn should lead to pupils retaining and building on knowledge over time. Through the delivery of the curriculum, all pupils will be encouraged to make links to previous learning and the world around them. This will be reflected in their national tests, their attitudes to learning and how well they are prepared for the next phase in their learning.

What might this look like?

We aim that all children should:

- See themselves as capable lifelong learners
- Learn to be: adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school and their local community
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non-sexist and non-racist attitudes
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Have knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Know how to apply the basic principles of health, hygiene and safety

[The National Curriculum](#)

The requirements of the National Curriculum are outlined below. The full document can be accessed by clicking on the link above.

	Key Stage One	Key Stage Two
Age	5-7 years	7-11 years
Year Groups	1 – 2	3 - 6
Core Subjects		
English	x	x
Maths	x	x
Science	x	x
Foundation Subjects		
Art and Design	x	x
Citizenship		
Computing	x	x
Design and Technology	x	x
Languages		x
Geography	x	x
History	x	x
Music	x	x
Physical Education	x	x

All schools are also required to teach religious education and Relationships and Sex Education.

At Highfield, French is taught in Key Stage One as well as Key Stage Two. Pupils' spiritual, moral, social and cultural wellbeing is also given a high priority and is integral to the ethos of the school. The school works in partnership with the local high school and external providers to ensure specialist subjects are taught to a high standard – for 2021/2022 this involves music. Modern foreign languages and physical education.

[World Knowledge](#)

At Highfield, the foundation curriculum is known as World Knowledge across Key Stage One and Two. Staff and Governors believe that Learning in Context helps children to see the links between the different subject requirements of the National Curriculum; providing meaningful connections and learning experiences.

An important aspect of the World Knowledge curriculum is the study of an event or famous person within each unit of work that demonstrates resilience and overcoming disadvantage. We believe this is a vital part of the curriculum for our community, helping to address issues that may present themselves in the lives of some of our children.

The World Knowledge curriculum is designed to help children:

- Learn the essential knowledge, skills and understanding of a broad range of curriculum subjects.
- Engage with their learning so that they remain committed to learning throughout their school careers and their lives.

- Develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives.
- Develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and cultures of others.

Science

In order to ensure that all areas of the science National Curriculum requirements are met, Science is taught as a discrete subject to World Knowledge. Links to other areas of the curriculum are made where appropriate and children's work is also recorded in a dedicated book.

Early Years Foundation Stage Curriculum

A thematic approach with enquiry led learning is also adopted in the delivery of the Early Years Curriculum. The theme of the half term is taken directly from the children's interests, learning needs and assessment data analysis. The importance of promoting effective communication is a key driver for the planning and delivery of the curriculum. Direct Teaching, adult lead group work and child-initiated learning opportunities take place daily. For a full outline of the curriculum please refer to our Early Years Policy.

Planning for the Curriculum

Long term plans are set out annually by each class. These plans are then translated into medium term plans to cover the term or half term. Weekly plans set out the learning objectives to be covered within each lesson with any amendments being made on a daily basis after each lesson. Planning takes into account: provision for special education needs; gifted and talented pupils; pupils in receipt of pupil premium; assessment data and evaluations of previous learning; pupils' interests and the number of adults within the classroom who will support the delivery of the learning. Highfield firmly believes in the provision of inclusive 'Quality First Teaching' for all pupils.

Assessment and Monitoring of the Curriculum

Each term has a weekly monitoring and assessment focus. Subject leaders, senior leaders, Governors and/or the Headteacher are responsible for making judgements against the monitoring focus that week. This can include: observing learning and or teaching; book scrutiny; analysing data; speaking with pupils or parents. Details and examples of these arrangements and underlying principles are outlined in our Assessment policy.

Staff Professional Development

Teaching should be as enjoyable and rewarding for teachers, as learning should be enjoyable and rewarding for children. Highfield values and fosters staff professional development and learning for all its employees. The Headteacher and Governing Body recognise the important role continuing professional development plays in delivering outstanding teaching and learning, and raising standards.

Professional Development is delivered through:

- Staff disseminating professional knowledge and skills
- External providers offering specialist training and support
- School to School support
- National and Local Government initiatives and training

Family Learning

Promoting family learning helps children to see that learning continues well beyond your school years. Highfield offers a range of educational and vocational programmes that support families who wish to support their child with learning or refresh/acquire new skills for themselves. This is delivered in conjunctions local providers such as West Cheshire College, Chester University and Blacon Children’s Centre.

The Governing Body

The review and development of the curriculum policy is carried out in consultation with the Governing Body. In order to ensure that the policy is adhered to, achieves its aims and is effective in raising standards, each Governor with responsibility for monitoring a subject within the curriculum carries out a termly meeting and observation in school. This is fed back to all Governors at the Full Governing Body Meeting. The governing body also receives a termly report from the Headteacher on progress and attainment standards, detailing:

- Year groups
- Comparisons with national averages and similar schools nationally and for the LEA
- Gender; ethnicity; special educational needs
- Pupils for whom the curriculum was disapplied
- The evidence of the impact of national strategies on standards
- The views of staff about the action required to improve standards
- The nature of any parental complaints concerning the curriculum

This policy/document was reviewed by:-

Signed..... Date:

Position.....

Signed..... Date:

Position.....

The next revision date is: September 2022