

## Curriculum Policy and Practice 2017



*This policy should be read in conjunction with the Hoyland Common Primary School Learning and Teaching Policy 2017.*

Hoyland Common Primary school is committed to achieving the highest possible outcomes for its pupils. This policy details how our vision of: *developing confident, happy, self-motivated learners who enjoy learning and see it as a life-long adventure*, is achieved through learning and teaching.

### **Rationale:**

Hoyland Common Primary School aims to deliver a **21<sup>st</sup> century curriculum** that inspires and challenges all of our pupils, staff and parents. The school aims to equip pupils with the skills and knowledge to develop their understanding of the world around them and to develop **key learning dispositions** that will prepare our pupils for the next stage in their learning journey. In an ever shifting global cultural climate, Hoyland Common aims to ensure that the curriculum is **current**, relevant and **engaging** to the pupils it serves, taking account of British values of democracy, tolerance, mutual respect and individual liberty.

### **Policy:**

- The Hoyland Common skills-based curriculum is used to plan, teach and assess pupils from years 1 to 6 in all subjects using a holistic, **practical, personal and experiential** approach (please note: there are separate policy and practice documents for English, Mathematics and Science).
- These skills are subject specific and show progression in each subject through KS1 and KS2 to ensure that pupils can study in **depth** and **master** key components of learning.
- The school adopts a thematic approach to the teaching and learning of these skills. This empowers staff to ensure that skills can be taught in the most **creative, current and relevant contexts** for pupils and can be led by the cohorts' **interests and needs**.

- A whole school **strategic** approach to the planning, teaching and assessment of the skills based curriculum ensures that pupils receive a **broad** and **balanced** curriculum that takes account of the Primary National Curriculum 2014.
- Teaching staff will ensure that skills are appropriately **differentiated** in the planning and teaching stages to ensure a personalised approach to learning that takes account of SEND and G&T pupils so that pupils can **lead**, and be **responsible** for, their own learning.
- The Skills Based Curriculum ensures links are made between subjects where appropriate. Subjects may be blocked to allow **creativity** and **flexibility** within the curriculum to develop sustained pieces of work and to explore **spontaneous** teaching and learning opportunities.
- The school will use 'INCERTS' software to track, monitor and **assess** individual progress in foundation subjects. (Please see Assessment Policy and Practice for more detail).
- The school aims to use new and **emerging technologies**, the learning environment, outdoor learning and relevant resources to enhance the curriculum experience for all pupils.
- **Extra-curricular** activities during lunchtimes and after school such as art, drama, music and sports clubs allow children to develop their interests.
- Residential visits will develop children's **social interactions, independence, self-reliance, confidence** and skills for the future.
- Opportunities will be taken to extend the curriculum through **visits** and **visitors**.
- Physical activities provide opportunities to develop skills, coordination, and teamwork promote a **healthy lifestyle**. Learners are given the chance to take part in competitive sports representing their house and school teams.
- The arts will be used to develop the children's skills, interests and confidence and will be given value through opportunities to **perform** and **display** to other children within the school and the community. Strategically planned arts weeks ensure that the teaching of the arts and in particular key skills is delivered to a high quality.
- **Pupil voice** will be used to ensure a relevant and enjoyable curriculum. Teachers will take children's interests and evaluations of topics taught to guide direction of future learning.

#### **In Practice:**

- Subject leads are responsible for the annual auditing, evaluation and refinement of the skills for their subject. The curriculum lead and SLT will ensure the Hoyland Common Curriculum is meeting the needs of its learners.

- Year group teams will use electronic cohort skills folders to identify the subject skills to be taught and identify any gaps from previous years/learning sequences.
- Teachers will use the long term planning formats to ensure that skills are strategic grouped over the course of the year.
- Class teachers will plan a thematic sequence of learning based on the identified skills using the skills planning format. The gather, skills, apply approach will be used a tool to plan a series of lessons to ensure key skills and outcomes are always clear.
- **Please note** that the sequence may vary in time dependent on the context and number of skills being taught.
- Class teachers will highlight the taught skills in cohort skills tracker using the specified colour. This ensures cohort curriculum coverage and progression in each subject.
- Class teachers will use INCERTS software to assess individual pupils against the skills. These may vary from the cohort tracker to take account of different abilities.
- Class teachers will regularly update and evaluate the cohort skills tracker to ensure that they are strategically aware of the needs of the cohort. This will then be passed on to the next year group team at the end of the year, where the cycle will continue.

### **Highly Differentiated Curriculum**

Pupils who find it difficult to access the HCPS Skills Based curriculum due to individual needs have access to a personalised curriculum through consultation with class teacher, SENDCo and other relevant agencies.

### **Monitoring and Evaluation:**

- Coverage of skills will be highlighted within Skills Folders which will be passed on with each class as they move through school.
- Subject Leads will conduct an audit of skills for their subject to ensure curriculum coverage and that skills continue to be relevant.
- Lesson observations, learning walks, scrutinies of work and environment audits will evaluate the impact of the curriculum on teaching and learning.
- Pupil voice will be used to evaluate the impact of the curriculum on pupil engagement.
- The policy will be due for renewal in **Summer 2019**.

Through the delivery of this policy, Hoyland Common aims to deliver a *world class* education to all pupils and prepare them for the life-long adventure of learning.