

Heptonstall Junior and Infant School
Curriculum Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
M Dodd	September 2024	July 2025

Introduction

This document is a statement of the aims, principles and strategies for the curriculum at Heptonstall Junior and Infant School. Further and more in-depth information can be found in our separate subject policies.

Intent

At Heptonstall our ultimate aim is to provide opportunities for children to develop as independent, confident and successful lifelong learners with high aspirations who know how to make a positive contribution to their community and wider society. We ensure all children are challenged and encouraged to perform to their full potential.

We take a thematic and creative approach to the curriculum encompassing skills and knowledge through scientific investigations, creative arts, historical and geographical enquiry as well as having a relentless focus upon Reading, Writing and Mathematics. The school's focus on curriculum development provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.

Our curriculum is divided into half-termly topics which ensures progression in subjects throughout the school. Underpinning the entire curriculum are the basic skills of Writing, Reading, Mathematics and Computing. The children at our school are given every opportunity to use and apply their skills in these areas when studying a topic.

We have a whole-school writing overview to ensure coverage and progression is planned out well in Years 1-6. We also use a scheme for Computing (PurpleMash), PSHE (Jigsaw), PE (PE Planning), French (Twinkl), Design and Technology (Kapow), Art (Access Art) and Phonics (Essential Letters and Sounds). Other subjects including Science, Music, RE and Maths, History and Geography are mapped out in long-term plans to accommodate progression across the school. More information on these subjects and the way they are taught can be found on our website in the subject policy, action plan and long-term plan.

We firmly believe that our curriculum should provide our children with opportunities to learn about their own heritage alongside developing their understanding of other cultures and religions. The curriculum is designed to ensure coverage and progression with selected 'Knowledge Organisers' for each year group to ensure children retain key knowledge. Our role at Heptonstall is to spark curiosity, creating a world of opportunity, awe and wonder. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.

Our curriculum design ensures that the needs of individuals and small groups of children can be met within the environment of high quality first wave teaching and 'Teaching to the Top'. Teaching to the top ensures we never put a ceiling on a child's learning so that they are able to maximise the opportunity to achieve their full potential and to impact in a positive way on pupil outcomes.

Enjoyment of the curriculum promotes achievement, collaboration, confidence and excellent behaviour. As a result, children excel in their learning and feel safe to try new things. Our immersive curriculum is designed to: recognise children's prior learning, provide first hand

learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Establishing close links between home and school is vital to enable pupils to achieve their full potential, therefore the half termly curriculum overview is sent out via our Dojo App and is available on the school's website for parents to access. Children are also offered a wide range of extra-curricular activities with a full range of after school clubs. We believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

When children leave our school at the end of Year 6, we strive for them to be well rounded individuals who have the necessary literacy and numeracy skills to succeed in life whilst having experienced an inspiring curriculum which gives them every chance to succeed and thrive in the next phase of their education.

Curriculum Aims

Our curriculum intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and Life in Modern Britain.
- Sequence the skills and knowledge from Reception – Y6 to build on prior learning and promote retention.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Create an enjoyment of the curriculum to promote achievement, confidence and good behaviour.
- Children feel safe to try new things and know that they can learn from their mistakes.
- Provide wider opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.
- Place high focus on supporting pupils' spiritual, moral, social and cultural development.
- Support pupils' physical and mental development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science, and all foundation subjects and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disability. (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

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 and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

Other staff

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

Curriculum Lead

Megan Dodd – Head of School

Inclusion and Special Educational Needs and Disabilities

Megan Dodd – SENDCo

EYFS

Megan Dodd - EYFS Lead

English

Megan Dodd - Phonics Lead, Reading and Writing Lead

Maths

Laura Robertshaw – Maths Lead

Science

Megan Dodd

Humanities

Laura Robertshaw – History and Geography Lead

Personal Development including PSHE and RE

Laura Robertshaw

Computing

Lydia Whitwam

Languages - French

Lydia Whitwam

Sports and Health

Laura Robertshaw

Arts and Technology

Lydia Whitwam

Rights Respecting School Council

Lydia Whitwam

Implementation

Organisation and Planning

At Heptonstall, we strive to provide a tailor made, thematic curriculum that engages and inspires our children, providing them with rich and memorable experiences alongside

lifelong knowledge and skills. We firmly believe that our curriculum should reflect our diverse and ever-changing community and provide them with opportunities to learn about their own heritage alongside developing their understanding of other cultures and religions. Our curriculum for years 1 to 6 is based on the National Curriculum 2014 and for Reception it is based on the Statutory Framework for the Early Years Foundation Stage, Development Matters. See our EYFS policy for information on how our early years curriculum is delivered. Our subject leads have strategically planned out and sequenced knowledge and skills from Reception – Year 6 to build on prior learning and support retention.

The curriculum is designed to ensure coverage and progression. In each year group and for each subject, long term plans are created as well as medium-term plans. These consider the National Curriculum objectives for each year group. Half-termly topic overviews are created for each theme covered as well as a body of knowledge and vocabulary, broken down in the form of 'Knowledge Organisers' for each year group and subject to ensure children retain key knowledge. These are then shared with children and parents each half-term and all previous ones are available throughout the year to support retention. Children also review these as part of their self-assessment within lessons. Please see individual subject policies for information on how each subject is delivered. Please see our website for the current 'Knowledge Organisers' and half-termly overviews.

Underpinning our entire curriculum are the basic skills of English, maths and computing. Teachers identify planned opportunities to develop these alongside the arts, making links to the British values: democracy, the rule of law, individual liberty, mutual respect and tolerance and also reflect any UNICEF Rights Respecting objectives. Please see our separate policy on SMSC including our British Values Statement.

Our curriculum design ensures that the needs of individuals and small groups of children can be met within the environment of high quality first wave teaching and 'Teaching to the Top'. Teaching to the top ensures we never put a ceiling on a child's learning so that they are able to maximise the opportunity to achieve their full potential and to impact in a positive way on pupil outcomes. All teachers have received training on this and we have used our Iris software to record it to refer to and share with other teaching staff when required.

High quality trips and visitors into the school enhance the curriculum and provide opportunities for cultural capital and for writing for a purpose. The arts play a key role in giving every child at our school a vital channel for self-expression. Our extensive grounds and local community provide a wealth of opportunities for children to discover, explore and extend their natural talents. Here children learn first-hand about the riches of the natural environment whilst developing important life skills such as team work, problem solving and resilience. We also work alongside 'Oak Apples' Forest School to provide weekly Forest School sessions to all year groups, throughout the school year.

To promote physical health and wellbeing, a range of clubs give our learners an opportunity to access a wide variety of sports clubs after school hours and during lunch times. In order to fulfil our duty in teaching statutory relationships and health education, we use the Jigsaw scheme as a basis for our PSHE curriculum in Reception – Year 6. This provides a whole-school approach to this area of the curriculum ensuring consistency and progression across

year groups. The lessons are adapted as necessary to meet the needs of the children at Heptonstall J & I School. Please see our Physical Education and Health Policy and our Personal, Social and Health Education (including Relationships Education) policy for details of teaching and learning in these areas of the curriculum.

Establishing close links between home and school are key to enabling pupils to achieve their full potential. Therefore, the half termly curriculum overview along with Knowledge Organisers are sent out via our Class Dojo App and is available on the school's website for parents to access. Class Dojo provides a window to classroom learning for parents and an essential way of bringing learning home. Parents can share and join in with the learning experience of their child and help them to retain knowledge by asking them questions based on the information on the 'Knowledge Organisers'. This resource also supports our approach to blended learning and remote learning when necessary. As well as this, parents are regularly invited into school for various events and workshops. To support parents in their understanding of Heptonstall's curriculum we share informative presentations for each curriculum area through the year.

To ensure effective learning throughout the school, we incorporate our ethos into our curriculum: 'Building for the Future'. We believe that the social and emotional aspects of learning should be a key focus for our work with the children and understand that the factors that can hold back the learning of our children include children's difficulties in understanding and managing their feelings, working co-operatively in groups, motivating themselves and demonstrating resilience in the face of setbacks. Through the combined use of our Rights Respecting School status and our bespoke curriculum, we are able to create children who are effective learners and ready for their future.

When our children leave school at the end of year 6, we strive for them to be well-rounded individuals who have the necessary literacy and numeracy skills to succeed in life whilst having experienced an inspiring curriculum which gives them every chance to succeed.

Inclusion

At Heptonstall we believe that every child matters. There is a driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one 'Building for the Future' and this is inclusive of our children. We place a high value on establishing close links between home and school so that we can work effectively together enabling each child to achieve their full potential. Our school focuses on setting high expectations for all pupils and they will use appropriate assessments 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 special educational needs and disabilities
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that all pupils, including those with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to any pupil in achieving. Teachers differentiate tasks and skills where

necessary and they will look at other year group's curriculum objectives to ensure correct coverage is used. They will use a mix of visual, verbal and kinaesthetic approaches, as well as pre-teaching the vocabulary to take into account the needs of all pupils.

Teachers will also take into account 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. Please refer to our SEND policy and Equality Policy for further information.

Impact

Monitoring Arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- School visits to take part in deep dives, governors meetings and curriculum reports.

The Senior Leadership Team monitor the subject leaders and staff are complying with teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Conducting performance management meetings.
- Conducting deep dives and learning walks on various subjects with different year groups and staff, this includes work scrutinies, lesson drop ins and pupil interviews.
- Conducting pupil progress reviews and analysing data, meeting with the appropriate staff to discuss these.
- Creating and reviewing the whole-school and EYFS School Improvement Plan, which includes a section on 'Quality of Education'.
- Reviewing subject leader's action plans at the beginning, throughout and end of the year, supporting staff where necessary.
- Providing meaningful CPD through courses, meetings, coaching, mentoring and the regular use of National College subscriptions.
- Using Target Tracker to analyse data across the school and using this information to put in place support where needed.
- Conducting parent and child surveys to gain feedback on curriculum monitoring.

Subject leaders, along with the curriculum leader, monitor the way their subject is taught throughout the school by:

- Conducting learning walks, work scrutinies, pupil interviews, deep dives, shallow paddles, pupil and staff interviews.
- Monitoring the way in which resources are stored and managed and how their subject budget is spent.
- Creating and then reviewing termly their own subject action plans.
- Accessing the National College Hub to upskill themselves.
- Using Target Tracker to analyse data across the school for their subject responsibility and using this information to put in place support where needed.
- Organise parent involvement for their subject across the school, Reception – Y6.
- To support cultural capital opportunities for each year group in regards to their subject.

Links with Other Policies

This policy links to the following policies and procedures:

- Teaching, Learning and Assessment Policy
- EYFS policies
- Assessment policy
- Separate subject specific policies
- SMSC policy
- Personal, Social and Health Education (including Relationships Education) policy
- Special Educational Needs Policy
- Equality Policy