

**Curriculum Policy**

**This policy was adopted by the School Governing Body on**

**20th July 2022**

**Review Date: May 2023**

**Rationale**

At Hazeldown School, we believe in the concept of lifelong learning, through adopting a highly practical, skills, knowledge and cross-curricular based approach to learning. Our inspiring curriculum aims to deliver a twenty first century education that will equip each of our children with the skills required to be an independent and responsible citizen who will continue learning effectively throughout their lives.

**Aims and Objectives:**

The aims of our school curriculum are:

* To enable all children to learn and develop their skills to the best of their ability.
* To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
* To enable children to be creative and to develop their own thinking, using metacognitive strategies to plan, monitor and assess their learning.
* To enable children to recognise, develop and utilise their own favoured learning style.
* To teach children about their developing world, including how their environment and society have changed over time.
* To enable children to be positive citizens in their community and wider society.
* To ensure that all pupils understand fundamental British Values and that they demonstrate mutual respect for all.
* To fulfil all requirements of the National Curriculum and the Devon Agreed Syllabus for Religious Education.
* To ensure there is a focus on subject specific learning, skills and knowledge as a priority, supplemented by links across subject areas.
* To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
* To enable children to have respect for themselves and high-esteem, and to be able to live and work co-operatively with others.
* To ensure that our pupils understand the importance of making mistakes and grow into resilient learners who embrace challenge.

**Our curriculum organisation (including the use of a Self Organised Learning Environment (SOLE) approach)**

Each year group’s curriculum has been organised into three integrated term-long topics, known as ‘Learning Journeys’. These learning journeys have been taken from the Cornerstones ‘Curriculum 2022’ model curriculum but have been enhanced to suit our children and context. These learning journeys include not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience for our children.

Inspired by the work of highly-respected professionals such as Carol Dweck, James Nottingham, Simon Sinek and Floyd Woodrow, at Hazeldown, we prioritise HOW children learn: developing a growth mindset and challenging ethos; encouraging our pupils to have high aspirations and a clear plan to reach their goals; teaching metacognitive strategies and regularly referencing the importance of our seven learning values: resilience, resourcefulness, collaboration, relationships, empathy, and reflection. We teach children how to grow into positive, responsible individuals, who can work and co-operate with others while developing knowledge and skills, so they achieve their full potential.

Each learning journey starts with a stimulus event, known as a ‘Hook’, which captures the children’s imagination and engages them with their learning. Each then finishes with a ‘Celebration event’ where the children share their learning with parents and/or other members of our school community. Children record all their wider curriculum subject learning and progress within a single *Learning Journal* to promote the ‘joined up thinking’ so necessary for life ahead. Each child is provided with ownership over how they present their learning and is encouraged to demonstrate their individuality when doing so.

A Self Organised Learning Environment (S.O.L.E.) approach is used throughout our curriculum. This approach encourages the pupils to organise their time within lessons and provides them with choice regarding the order in which they choose to tackle, and how they choose to present, their learning. Pupil independence, ownership and individuality are key aspects of the S.O.L.E. approach.

We follow a Teaching for Mastery approach in maths and are members of the Devon and Cornwall Maths Hub (CODE). We use the White Rose materials, supplemented by additional resources and supported by the NCETM Professional Development Materials.

We base our literacy curriculum on sequences of work from Babcock Learning Development Partnership and focus strongly on providing purpose for writing. For phonics, we follow our own programme – the ‘Hazeldown Systematic Synthetic Phonics Programme’, complemented by the use of Collins Big Cat phonically decodable books. Spelling follows the No-Nonsense Spelling Programme, using the teach, practice, apply and assess principle. This is supplemented by the Readiwriter spelling resource. Vocabulary learning follows the Plymouth Oracy Project Framework, using Communicate in Print as a key tool. Reading is taught during phonics lessons and across the school there is a daily reading session including guided reading in a variety of forms, personal reading, reading for pleasure, reading journals and class novels read to the children.

RSHE follows the well-respected SCARF scheme of work, supplemented with additional materials such as the Normal Magic 10-a-Day to provide a positive approach to mental wellbeing. RE is based on the Devon *Agreed* Syllabus. We have linked both to Cornerstones where possible.

PE follows the Primary PE Passport scheme supplemented by Devon PEDPASS materials as required.

**The Foundation Stage**

The curriculum we teach in the Early Years meets the requirements set out in the Early Years Foundation Stage Profile. Our curriculum planning focuses on the development of children’s core skills and exposes them to rich experiences. At the end of the Foundation year, we assess the children against the Early Learning Goals.

Our school fully supports the principle that young children learn through play in addition to engaging in well-planned, structured activities. Teaching in the Early Years classes builds on the experiences of the children in their pre-school learning and forms the foundations of their school journey. We build positive partnerships through visits to our feeder pre-schools by the Foundation Stage Leader. We also spend time in our on-site nursery, Little Acorns, getting to know the children in order to support them in their transition to school.

During the Foundation Stage, the teacher and teaching assistants spend time interacting with the children in order to observe their progress. Through interacting with the children, and learning about their interests, needs and skills, we can plan an important part of the curriculum that is tailored to each child.

In the Foundation Stage, each child will experience a ‘Special Week’ three times during the year. These are planned in consultation with parents to address individual needs and interests in relation to all aspects of the Early Years Foundation Stage Profile.

**Children with Special Needs, including Able, Gifted and Talented**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. We always provide additional resources and support for children with special needs. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children’s learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEN).

**Resources**

The various subject leaders throughout the school are responsible for monitoring the resources available within their subject. Each pair of teaching partners (for example the two Year 5 teachers) is then responsible for ensuring the resources required for their learning journey are available ahead of time. Should there be a need for additional resources or replacements, this should be discussed with Lee Goodenough or another member of the Senior Management Team (SMT).

**Monitoring**

The Senior Leadership Team (SLT) are primarily responsible for monitoring the quality of the curriculum within school. In addition, subject leaders are responsible for doing so within their designated subject, often working alongside colleagues within their curriculum team (e.g. the Humanities Team) when doing so. Examples of subject leader monitoring activities include:

* Observations of teaching
* Monitoring pupils’ Learning Journals
* Pupil conferencing
* Regular formal and informal discussions with staff
* Monitoring Cornerstones – our online curriculum program – to ensure effective curriculum coverage and progression

The Subject Leadership Working Group (SLWG), which is led by Lee Goodenough, also monitor the effectiveness of the curriculum within school.

Time is ‘built in’ to staff meetings regularly (at least half termly) to support Subject Leaders with their monitoring; additional Subject Leader release is also provided where necessary by using excess release capacity wisely.

Governors are kept well informed of developments and progress made within the curriculum through attending scheduled curriculum visits to school and through feedback within half termly School Improvement Committee meetings.