



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Curriculum Policy – June 2019

Rationale - Intent

The curriculum provides the context for teaching and learning. At Alexander Hosea Primary School we believe that our balanced, broadly based, progressive and enriched curriculum, underpinned by our school vision and values and learning powers (gems) will help our children to be aspirational. The curriculum will allow them to grow into positive, responsible people, who can learn effectively and co-operate with others, while developing the skills and knowledge to ensure their learning is limitless. They will be very well prepared for secondary school and become life-long learners.

Definition

The curriculum is defined as all the planned activities that we organise in order to promote learning - including personal, social and emotional development. It includes not only the formal requirements of the Early Years Foundation Stage and National Curriculum 2014, but also the range of extra-curricular activities that the school provides in order to enrich the experiences of the children. It also includes the 'hidden curriculum', i.e. what the children learn from the way they are treated and expected to behave, which creates the school ethos.

Aims

Our curriculum will:

- Provide children with the skills and knowledge they need to help them to access the next stage of their education.
- Promote the spiritual, moral, cultural, mental and physical development of pupils.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- Fulfil all the requirements of the Early Years Foundation Stage, National Curriculum 2014 and the Locally Agreed Syllabus for Religious Education.

The curriculum is underpinned by our core ASPIRE values and aims:-

Adaptability – To be adaptable in a changing world

Self-belief - To have self-belief in what they can achieve

Perseverance - To persevere and show resilience

Inclusion - To accept and value differences and similarities in ourselves and others

Respect - To respect views, opinions and belongings of ourselves and others

Enquiry - To foster a zest for discovery and learning

The specific aims of our school curriculum are to:

- Set high expectations for every pupil, providing appropriate challenge and support.
- Make learning meaningful, engaging and fun to create positive memories of school.
- Enable all children to learn and develop their skills to the best of their ability through personalisation, responding to individual pupils' needs, overcoming potential barriers for individuals and groups of pupils and promoting an inclusive ethos.
- Promote a positive attitude towards learning and an ability to persevere, so that children enjoy coming to school and acquire a firm foundation for lifelong learning.
- Teach children the skills of English, Mathematics, Science and Computing and provide rich and relevant opportunities to apply these.
- Encourage children to be enquiring, creative and to develop independent thinking through problem-solving and collaborative learning.
- Promote a genuine interest in and teach children about their developing world (including how their environment and society have changed over time).
- Help children understand Britain's cultural heritage;
- Promote community cohesion and enable children to be adaptable and positive citizens in a local, national and global society.
- Teach children to have an awareness of their own spiritual, moral, social and cultural (SMSC) development and understand right from wrong.
- Promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Help children understand the importance of fairness, tolerance and empathy so that they grow up committed to equal opportunities for all.
- Enable children to have self-respect, believe in themselves and to be able to live and work co-operatively with others.
- Encourage a growth mindset and belief that success comes with hard work and a positive attitude.

Implementation

Long term planning

- Each subject area has set out non-negotiables for each year group that must be taught at some time during the year.
- Teachers choose when the objectives would best fit with meaningful projects throughout the year.

Project planning

- Each long term the curriculum is planned around an essential question, which drives the children's learning and teachers' planning, facilitating an integrated, cross-curricular approach.
- There are opportunities for feedback and quality assurance throughout the planning process (including at Peer Critique staff meetings).
- In the run up to a new project launch, staff work together to develop and enhance each other's plans through mind-mapping and project tuning. Children might also take part in project tuning, including planning the learning environment.
- Essential questions are planned to be thought-provoking and promote deeper thinking. They would not be able to be easily researched on the internet.
- Projects will be chosen with the intention of capturing the interest and imagination of the children involved.
- Projects have a clear timeline with milestones and mini-outcomes for pupils to achieve, leading to a final outcome with an audience to give more purposeful learning.
- Projects will be enhanced with visits, visitors, real-life tasks, links to the community and current global issues where possible.
- Core subjects and skills are integrated into the project giving relevance to learning.
- Skills and content that cannot be woven into projects will be taught discretely.
- Parents are informed about the whole project via a project web on the school website.
- Weekly class newsletters detail progress through the project and inform parents/carers of ways to support from home.

Key elements of project based learning:

Personalisation and making choices

Teachers endeavour to find out about current interests of children and how they want to learn. Children have opportunities to contribute their ideas to the projects and have ownership on how to present their learning on a regular basis.

Learning environment

Creative and motivational learning environments take on an appearance of a time, place or event being explored in the project and are changed with each project. Classrooms are planned to have a variety of flexible learning spaces to allow children to make daily decisions about where and how they would like to learn.

Challenge based learning

Developing problem solving, independence and resilience in learners is a central part of our provision. Children are presented with challenges related to their project which require them to organise themselves, plan and carry out the task and choose how to present their learning whenever possible. Staff act in a facilitating role, using careful questioning to support rather than direct, to encourage learners to think for themselves.

Wow days

These are designed to spark interest in the new project. The days are planned to incorporate a wide range of skills and activities and can take place in school, outside or off site. This leads the children to being immersed and engaged in their project quickly.

Final outcome

The final outcome of a project, which might be a product (such as an artwork), or a performance (such as a show or a debate), or a display (such as a museum) creates a focus for the project and gives a purpose for learning from the very beginning. Pupils are aware of the final outcome and the timeline for its completion. This gives pace and purpose and embeds the need for high quality, world-class outcomes.

Audience

Each outcome will have an audience that will be wider than the parental community where possible. Ultimately aiming to give service to the local, national and global community will increase motivation and engagement.

Critique

Peer critique is used from time to time to allow children to reflect upon and improve their learning. Using exemplar pieces, for example to introduce a writing genre, and creating and WAGOLL (What a Good One Looks Like), provides the children with a clear understanding of the expectation.

Children critique and redraft their learning until it becomes the very best it can be and to a standard of which they feel extremely proud. This may be used particularly with pieces that will be used as a final product as part of an outcome. Children will be taught how to provide warm feedback and cool feedback (helpful suggestions for improvement) initially through use of visual pieces such as art and design. As they develop their skills it will be linked across the curriculum. Children will be asked to follow three main rules when completing critique sessions: Be kind, be helpful, be specific.

Early Years Foundation Stage

There are seven areas of learning and development of which three are Prime Areas (Communication and Language, Physical development and Personal, social and emotional development) and four Specific Areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design).

The curriculum within the EYFS is based around plans which have stemmed from the children's own interests under the umbrella of the term's essential question and theme. The areas of learning are equally important and depend on each other. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. All areas are delivered through a balance of adult led and child initiated activities.

Key Stage 1 and Key Stage 2

From Year 1 to Year 6, we follow the requirements of the National Curriculum 2014; the programmes of study for each subject are used as the basis for our long term planning. We ensure that all the requirements are met through our 'Non-Negotiables', which are used by all phases.

Alexander Hosea uses the South Gloucestershire Agreed Syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction. Our PSHE curriculum is supported by SCARF materials. From Reception through to Year 6, opportunities will be taken to extend the curriculum through:

- visitors, including artists, craftspeople, actors and musicians;
- the use of the school grounds, the locality and the wider environment;
- educational visits ;
- support of parents.

Development as an effective learner

A core part of learning across all areas is the development of the children as effective learners. We have learning gems (Emerald, Diamond, Ruby and Sapphire) that help the children to develop as rounded learners. We use a consistent language of learning (based on research about meta-cognition) to encourage children to reflect on their learning, know themselves as learners and articulate their thinking. We encourage the children to see mistakes in learning as opportunities to grow our brain power.

Subjects Specific Intentions:

Maths

Maths at Alexander Hosea is taught through a mastery approach. The school believes that **all** children can develop an understanding of Maths. The whole class moves through topics at broadly the same pace. Each topic is studied in depth and the teacher does not move to the next stage until all children demonstrate that they have an understanding of mathematical concepts. Students are given time to think deeply about the maths and really understand concepts at a relational level rather than as a set of rules or procedures. Teaching maths for mastery approach offers all pupils access to the full maths curriculum. This inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in pupils.

Our Maths curriculum differentiates through depth rather than acceleration. Though the whole class goes through the same content at the same pace, there is still plenty of opportunity for differentiation. However, advanced learners are not accelerated through to new content, instead those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Those children who are not sufficiently fluent are provided additional support to consolidate their understanding before moving on. Our aim is to build resilient Mathematicians who are not afraid to solve problems and have a foundation of different methods and strategies to draw on.

English

WRITING

In English, we aim to provide the children with as many opportunities as possible to engage in writing activities. Our curriculum planning allows the children to write for a range of purposes and to immerse themselves into real life situations and therefore cross-curricular writing has a high profile across the school. They are given daily opportunities to write in many contexts and our long term planning ensures coverage of all text types.

Throughout the whole school, teachers are flexible in their teaching models for English and plan for opportunities for the children to develop their story language, vocabulary and structure, which is age appropriate. We structure in times for speaking opportunities and oral rehearsal, which we believe to be integral to the writing process. Children are encouraged to be creative, express their own ideas and develop their own characters and plots.

Teachers plan a sequence of learning for a writing outcome and build in grammar and spelling teaching as set out in The National Curriculum (transcription and composition). Children are encouraged make improvements to their writing by responding to marking, editing and redrafting. Children's writing is regularly tracked and progress monitored through both summative and formative assessments.

READING

It is our aim to ensure that by the end of their primary education, where appropriate, all pupils are able to read fluently, and with confidence in any subject to prepare them for their next steps in secondary education. The teaching of reading at Alexander Hosea focuses on developing and supporting the pupils' competence in decoding (the reading of words) and comprehension (understanding words and texts).

At Alexander Hosea, we believe that the teaching of phonics is an essential component to the teaching of reading. We therefore aim to teach this through an explicit and systematic approach to our emergent readers. We use 'Letters and Sounds' as a basis for provision.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar). Comprehension skills are developed through pupils' experience of high-quality texts and discussion with the teacher, as well as from reading, responding and discussing a range of genres often linked to classroom projects. All pupils are encouraged to read widely across both fiction and non-fiction to gain knowledge across the curriculum, widen their vocabulary and to establish a life-long love of reading,

Science

It is our intention that learning Science should be interactive and fun and aimed at developing children's scientific thinking and their ability to behave as scientists thereby fulfilling their maximum potential in Science. Children should be encouraged to talk about their observations, apply knowledge and understanding they have gained in order to form effective conclusions. They are supported to identify how science is working around them, establish cross curricular skills and grow in confidence as scientists, developing an enjoyment for the subject. Science is taught as part of a project-based curriculum whereby the children adopt a cross curricular/STEM (Science, technology, engineering & maths) approach where applicable to achieve an end goal/project.

Social, Moral, Spiritual and Cultural Education (RE and PHSE)

At Alexander Hosea Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness in wider communities. When planning projects, teachers link themes to content taken from South Gloucestershire Agreed Syllabus for RE and PHSE skills ladder, as well as community and world affairs. This then makes the learning relevant and helps children take their place as good citizens in society.

Physical Education

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a broad range of physical activities. These include dance, games, gymnastics, swimming and athletics. We also provide opportunities for the children to take part in inter and intra competitions, festivals, tournaments and galas.

PE promotes an understanding in children of how their bodies work in action and also how to have a healthy lifestyle, which in turn will help them to make informed choices about physical activity throughout their lives. As a school we aim through our PE sessions, to provide and develop the children with skills which will help them to become a good sportsman by being co-operative, confident, build on a progression of basic skills and develop a self-belief in their own sporting ability. We encourage children to have a growth mindset with PE and know that everyone can improve their skills, speed and agility over time.

Computing

At Alexander Hosea Primary School we recognise that pupils are entitled to a broad and balanced Computing education based on the National curriculum which is a structured and progressive approach to the learning of how computer systems work, the use of Information Technology (IT) and the skills necessary to become digitally literate and participate fully in the modern world. Within an ever developing world of technology, we strive to ensure pupils are confident with the many aspects of Computing (Data, Media, Information & Communication and programming) as well as understanding how to navigate the computing world safely (e-safety). Computing is taught as part of a project-based curriculum. We aim to highlight the application of computing in real world contexts wherever possible, to help the children to see the links in their learning.

Music

The value of music in the school curriculum is to offer opportunities for creativity and enjoyment whilst allowing personal expression, reflection and emotional development. The key aims of the curriculum are: to develop performing skills by controlling sounds through singing and playing; to develop composing skills through creating and developing musical ideas; to develop appraising skills through responding to and reviewing music and to develop listening skills and apply knowledge and understanding. During their time at school, all children will have the opportunity to perform to an audience at regular intervals and to have access to a range of different instruments including the chance to have individual, small group or whole class tuition from a specialist.

Art & Design

At Alexander Hosea we are committed to providing all children with learning opportunities to engage in Art and Design. The main aim of Art and Design education is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. We aim to ignite their imagination and encourage art as a means of personal expression. While it is essentially a practical subject, art should provide opportunities for reflection and pupils should acquire the ability to make informed, critical responses of their own work and that of their peers. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of working. We develop children's knowledge of local, national and international artists, who use a range of media and styles.

Humanities (History and Geography)

Through our humanities curriculum, we aim to provide children with a deep understanding of the world around them. In History, we focus on similarities and differences; cause and effect; what can be learned from the past and the legacy of periods of history. We aim to bring the past alive through a range of opportunities and History is regularly a main driver for projects.

In Geography, we learn about aspects of current affairs and find out about places that are similar and different to Wickwar. We encourage children to consider the part they play in shaping their community and the impact we have on the physical and human features of the world around us.

Modern Foreign Languages (French)

Teaching a modern foreign language is a statutory requirement from Year 3 to Year 6. At Alexander Hosea School we teach French. Our French curriculum furthers children's understanding and awareness of people from other cultures. It aims to stimulate and encourage children's curiosity about language, while developing their speaking and listening skills. Children will have the opportunity to support their learning with a variety of different resources.

The role of subject leaders

The role of the leader is to:

- provide strategic lead and direction;
- support and offer advice to colleagues;
- monitor and evaluate teaching and learning;
- provide efficient resource management.

Effective subject leadership is part of the Teachers' Standards. Where possible, the school gives subject leaders non-contact time, so that they can carry out some of the necessary in-school duties involved with their role. It is the role of each subject leader to keep up with developments in their subject area, at both national and local level. They review the way it is taught in the school and plan for improvement as part of school self-evaluation processes.

This information feeds into school development planning is integral to school improvement planning. Each subject leader reviews the plans for their curriculum area, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. They provide support and guidance for colleagues in delivering the school's non-negotiables. Peer critique of planning, as part of the project tuning, plays an important part in this process.

Impact

Monitoring and review

- The governing body will take a strategic view, determine policies, plans and targets and monitor and evaluate progress and attainment.
- It is the responsibility of the 'Teaching and Learning' committee to acquire a more in-depth and informed knowledge of the curriculum through its monitoring and review processes.
- The governors liaise with the subject leaders in curriculum teams: The World, Arts and STEM and their role is to find out about and report on provision and its impact upon children's learning.
- The Headteacher is responsible for the day to day organisation of the curriculum. The Senior Leadership Team and subject leaders monitor ensure that all year groups are taught the full requirement of the National Curriculum.
- The Assistant Headteacher monitors project plans and reports to the SLT as necessary.
- Subject leaders monitor the way their subject area is taught throughout the school and share good practice with colleagues.

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

Author	Sally Windmill, Deb Williams and subject leaders	Date reviewed	June 2019
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