



Curriculum Policy

Rationale

Our curriculum is consistent with the overall vision, intent, values and ethos of the school. It addresses the needs of the children currently attending and builds on the life and educational experiences that they have had to date.

Aims

This policy aims to:

- convey to all stakeholders how the school vision influenced shaping our intent and implementing the curriculum;
- ensure that curriculum is delivered systematically and in line with national curriculum and early years guidance;
- identify the key documents relating to content, progression, planning and assessment;
- support leaders and classroom-based staff to understand their roles and responsibilities;
- provide a framework for monitoring, evaluating and reviewing educational provision for all stakeholders;
- determine how the curriculum will support all learners and needs.

Curriculum Intent

The overarching principle; and our firm belief, at Hillside Infant school is that our curriculum should be **'practical and purposeful'**. By this we mean that the majority of children's learning experiences and knowledge is gained through exciting, 'hands on' and meaningful experiences. We firmly believe that children learn best when knowledge and skills have meaning and connection to their past, present and future, thereby equipping children with the skills that they need now and in the future. This core principle is developed, promoted and embedded at a whole school level with all stake holders.

It is our intention that curriculum delivery must contain experiences that are memorable, relevant and relatable. Children need the rationale for learning new knowledge, skills and information so that they can understand where and when they can apply them. For children to be *'The best that they can be'*, teachers and leaders need to have a clear understanding of children's starting points and any barriers to learning. We recognise the importance of promoting the development of child's speaking and listening skills and vocabulary; and this is given priority in all lessons.

Our intent is that the curriculum embodies creative and mastery approach to planning, teaching and learning where the children are excited, actively involved and helped to see links and connections between subject areas. However, we also understand the need and importance for children to understand knowledge connected to specific subjects. Our curriculum is constructed to ensure subject areas promote and reflect cultural diversity and creative development.

We believe it is important the KS1 curriculum builds upon the child centred ethos of the EYFS curriculum. Leaders respond to the changing needs of our school community and in turn our curriculum reflects such changes accordingly



Curriculum Implementation

Our intent of a 'practical and purposeful' curriculum is evident throughout our detailed planning and learning experiences. Leaders respond to the changing needs of our school community and in turn our curriculum reflects such changes accordingly.

Our curriculum policies and subject progression grids detail our topics, subject content and explicit teaching examples with relevant language and vocabulary to be taught. These documents guide a programme of learning detailed in weekly plans.

Class teachers use the longer term subject progression grids and medium term plans to devise a programme of learning and weekly plans.

We ensure...

- that plans are written for all subjects to ensure coverage of the key learning objectives and skills as outlined in the curriculums and subject progressions,
- that planning takes into account the differing needs of pupils, including those with SEND and the more able, and shows how resources and adults will be utilised.
- that we use appropriate resources to interest and challenge the children and mostly foster a curiosity for learning.
- that that we share and develop skills, knowledge and expertise with other colleagues to ensure the children have the best possible learning experiences.
- we actively promote learning opportunities within the local and wider community with a range of workshops, trips and visits.
- that learning should always start with a 'hook' to engage and enthuse children.
- at Hillside teachers develop pupils' independent learning skills and resilience, to equip them for their next stage of education. Our RSE curriculum, social and moral teachings include explicit and implicit reference to our four school values of; Kindness and honesty, Working as a Hillside team, Using good manners and Trying our best every day.



Class teachers and leaders follow the sequence outlined below when planning the curriculum at Hillside Infant school.

Development Matters EYFS curriculum or National Curriculum for KS1.

Development matters is the non-statutory curriculum that Nursery and Reception follow to plan their lessons. It has different age bands which outlines the skills that children should be taught throughout their time in Early Years.

National Curriculum is the statutory curriculum that Year 1 and Year 2 follow. This informs them what they should be teaching in each year group and across the key stage.

Curriculum Subject Policy

This document includes the aims, universal offer and information about what the subject looks like at Hillside Infant School.

Subject Progression of skills

This is a document that is separated into different areas of the curriculum as well as different year groups. It outlines clear learning/subject progression in knowledge, skills and experiences throughout the school e.g. for plants in Science it ensures that each year group builds on what was taught in the previous year group.

Subject Overview

This document gives more detail about the skills that are going to be taught. It tells you when each year group will be teaching the different skills and knowledge and gives any extra detail about what is to be taught.

Year Group Long Term plan

This is one document that has all of the different skills and knowledge to be taught in all of the different subjects for that term. Each year group has one long term plan per term.

Year Group Medium Term plan

A medium term plan is created by the year group staff, taking the skills and knowledge from the long term plan and places them into a fuller termly overview broken down into weeks. This demonstrates the order that the skills and knowledge will be taught. It supports teaching staff to make links within subjects to maximise learning opportunities and children making connections between subjects, knowledge and skills taught.

Year Group Weekly/Daily Plan

Teaching staff using their medium term plan to plan daily lessons. This details the key knowledge for the lesson is, what is going to be taught in the lesson, what resources they need as well as how each individual child will be supported in their learning. Daily planning takes into account the assessment from previous lessons to ensure that it is focusing on the next steps for each child.



Monitoring, evaluating and reviewing provision

Senior leaders

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Assistant Headteachers with responsibility for curriculum, assessment and inclusion. Leaders monitor the content of the curriculum and the impact of this on children's progress, attainment, engagement and enjoyment. These tasks will link into a programme of monitoring, School Development Plan priorities and actions, as well as performance management of teaching staff.

Subject leaders

Each class teacher is responsible for at least one subject area. With the support of a senior leader, they construct one page subject policies and are responsible for ensuring there is clear progression in subject content and knowledge through detailed progression maps. We expect subject leaders to develop their role and responsibilities by:

- providing a strategic lead and direction for the subject;
- supporting and offering advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- providing efficient resource management for the subject.

Inclusion lead and relevant support staff will:

- have good subject knowledge and familiarise themselves with planning;
- effectively support the class teacher to deliver the content of the National Curriculum;
- support children in the class to ensure each child is making progress in their learning;
- assess new arrivals to establish gaps in learning, especially for children who have no experience of formal schooling, helps support appropriate catch-up of basic skills working closely with the Assistant headteacher for inclusion.
- help measure small steps of progress identify where children are attaining levels significantly below age related expectations in conjunction with class teachers and the Assistant Headteacher for data and assessment.

Supporting documents

- National Curriculum for Key Stage 1 and 2
- Development Matters in the Early Years Foundation Stage (EYFS) for Nursery and Reception
- RSE Policy
- Assessment Policy
- Special Educational Needs and Disability (SEND) Non-Discrimination Policy
- e- safety Policy

Date Policy Agreed: 20th April 2021

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