



Houghton Conquest Lower School and Pre-school

Curriculum Policy

Introduction

At Houghton Conquest Lower School, we believe that our curriculum should be broad, balanced and relevant. It should meet the needs of all children whatever their ability and promote a love of learning and willingness to explore. Our curriculum meets statutory requirements and uses The National Curriculum (2014) as its starting point for a wide and varied learning experience. Enriched by our motto 'Growing Together,' this promotes our ethos of learning, not just academically but for all children to achieve their full potential in a caring yet challenging environment. We seek to provide opportunities for development, not only through academic subjects, but through all aspects of the school day, including break and lunch times, assemblies and extra-curricular activities. We also strive to develop a Values Education as an integral part of all learning experiences.

Aims

Our vision is to inspire and nurture a love of learning through a challenging and creative curriculum. "Every individual will be recognised for their achievement and feel safe, secure and valued within our school family."

The school aims:

- To cater for the needs of all children irrespective of gender, ethnic or social group, or ability.
- To facilitate children's ability to acquire knowledge, skills and qualities which help them to develop intellectually, emotionally, socially, morally, and aesthetically.
- To enable all our pupils to become independent, responsible, thinking, confident and considerate members of the community.
- To create and maintain a stimulating and creative learning environment.
- To ensure each child's education provides continuity and progression.
- To ensure all tasks are matched to a pupil's needs and capabilities.
- To treat all children with dignity and respect.
- To ensure all our children are happy, secure and enjoy their learning.
- To recognise the crucial role of parents and make every effort to involve them in the educational process.

These aims will provide a broad and balanced curriculum to stimulate and inspire the pupils of Houghton Conquest Lower School.

Aims of the curriculum

Children will be taught to:

- Acquire a set of shared moral values such as respect, responsibility, honesty, tolerance, unity and perseverance on which to build their own behaviour.
- Be adaptable, solve problems, work independently and work in teams.
- Make reasoned judgements and choices based on evidence and previous learning.

- Enjoy their learning, be eager and put their best into all activities.
- Think mathematically in a variety of situations using concepts of number, measurement, shape, space and handling data.
- Listen and read for a variety of purposes and be able to communicate their meaning accurately and appropriately through speech and writing.
- Develop an inquiring mind and scientific approach to problems.
- Solve problems using technological skills.
- Use information technology to solve problems, research and record understanding.
- Communicate knowledge, creativity and feelings through various art forms including art, drama and music.
- Understand the geographical, historic and social aspects of the local, national and international environment.
- Recognise the links between family, local, national and international events and personal heritage.
- Develop agility, physical co-ordination and confidence in and through movement.
- Consider the basic principles of health, hygiene and keeping safe.
- Reflect on spirituality, different beliefs and world religions.
- Behave in an appropriate way to take responsibility for their own actions.
- Care for and take pride in their school and their environment.
- Develop tolerance, respect, and appreciation of the needs, capabilities and feelings of others.

Skills:

The curriculum is planned to use a progression of skills to ensure continuity of development for children in each subject. In addition to the skills children develop for each subject, the following skills are encouraged and developed across the curriculum and through other opportunities in the life of the school:

Reading, writing, communication (including the use of technology) and mathematical skills are recognised as critical for children's success in the future and are a key focus.

The following skills are also developed across the curriculum;

- Collaboration, teamwork, independence, leadership
- Question raising, exploration, investigation, problem solving
- Organisation, reflection, planning, evaluation

Implementation

These aims will be achieved by following the Early Years Foundation Stage (2014) and the National Curriculum (2014). For pupils with special educational needs or those who are deemed to be more able, the Early Years Foundation Stage and the National Curriculum will be used as the starting point for planning a curriculum to meet the needs of these pupils. Teachers will modify the curriculum of study if this is necessary to provide all pupils with relevant and appropriately challenging work at each key stage.

Teaching the Curriculum

Topics:

Teaching and learning in all year groups is designed to follow a thematic approach. Termly topics, such as the Romans, the Rainforest and 'Fire and Ice' give scope for us to meet the statutory requirements of the National Curriculum whilst engaging the children in a range of exciting and meaningful learning experiences. Topics are planned by the class teacher, but the teacher engages the children in discussions to inform medium and short-term planning. Topics will encompass the teaching of most subjects, including literacy (reading, writing and speaking), history, geography, art, music and DT. Other subjects, including maths, science,

RE, PE, MFL, computing and dance, will also be brought into the topic where appropriate but are also taught discreetly.

Extra-Curricular Opportunities

We believe that providing a rich, varied and exciting programme of learning opportunities is crucial to each child's experience and progress, and we know that this needs to extend beyond the classroom. Some of the topics taught include visits off-site, including in and around Houghton Conquest but extending to other destinations such as Bletchley Park, Stoke Bruerne, The Frontier Centre, Swiss Gardens and The Higgins Museum. We also make full use of our school grounds to provide 'learning outdoors' experiences and invite visitors into school where they can add value to learning.

Foundation Stage

Within the Foundation Stage at Houghton Conquest we have an approach to learning and development which ensures the child remains at the centre of learning. All practitioners follow the curriculum objectives as set out in the EYFS (2014) to ensure pupils are monitored effectively and able to achieve to the best of their ability. The curriculum model we use is 'In the Moment'. This model of learning in the Early Years allows for flexibility in 'themes' and reduces limitation in pupil knowledge. Each week the focus within the setting adapts to meet the interests and areas of development for specific pupils. This means no set topics will be planned for but instead continued provision makes up the key element of the space, with enhanced provisions being created each week to meet the necessary needs and interest of pupils.

Pupils in the reception class follow the 'Letters and Sounds' framework for daily phonics lessons as well as having specific literacy and maths lessons each day which support the pupils to meet the Early Learning Goals as set by the EYFS Framework. This planning is also adapted weekly to meet the identified needs of pupils within the cohort.

Planning the Curriculum

Annual Curriculum Maps (Long Term Planning)

Each year group produces an Annual Curriculum Map before the start of the year. This details the work that will be done over the course of the year, with detail for each subject in each term. Special events, trips and highlights are included. They may be used in subsequent years with only minor alterations.

Termly Planning (Medium Term Planning)

Each year group produces a Termly Plan before the start of each new term, in accordance with the Annual Curriculum Map. This gives more detail regarding the activities and learning that the children will take part in and paces the learning across the term. This information is then shared with parents and published on the school website in the form of a curriculum map. Termly planning may be used in subsequent years but is likely to change in response to the requirements of new cohorts and to local, national and global events.

Weekly Planning (Short Term Planning)

All teachers produce weekly plans for maths, literacy and topic. These detail daily learning objectives, ideas for whole class teaching and for independent and group activities, as well as opportunities for teachers and support staff to reflect and note down comments on children's progress. Teachers are required to plan using a standard format but are not required to plan in detail before the start of the week. The plan should be a working document which is added to and amended in response to Assessment for Learning and the ongoing needs of children within the class. These plans are an integral part of good and outstanding teaching. Whilst ideas from weekly plans may be used again, the plans

themselves are unlikely to be recycled due to the diversity of needs and abilities within different cohorts.

Monitoring and Evaluation

Class teachers monitor the impact of their teaching on children's learning and make effective use of assessment to inform provision, and to track children's progress. Subject Leaders are responsible for monitoring the quality of planning, provision, children's work, progress and skills development in their areas of responsibility. Key Stage Leaders gather and use the above information to monitor effectiveness and standards across the Key Stage. They monitor the quality of teaching and assessment across the curriculum and feed into the School Leadership Team. Governors monitor this policy through curriculum reports and governor visits.

This policy will be reviewed every three years but will also respond to any changes in primary education nationally or locally.