



## **Houghton Conquest Lower School**

# **Curriculum Policy**

### **What is the Curriculum?**

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the recommended formal requirements of the Early Years statutory framework and the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Houghton Conquest Lower School. We provide activities to develop the independence and responsibility of all our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.

### **Aims of the curriculum**

At Houghton Conquest Lower School we offer a broad and balanced curriculum which inspires children to acquire knowledge and achieve excellence and enjoyment in their learning. Each year group works around a topic every term. These topics allow children to be enthused and engaged through a cross curricular approach. Through this cross curricular approach we aim to nurture and develop pupils' skills and talents through the breadth and creativity of the curriculum in school and in extracurricular activities. We therefore aim to:

- Enable all children to learn and develop their skills to the best of their ability.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be risk takers.
- Develop pupils' resilience in a happy and safe learning environment.
- Ensure that each child's education has continuity and planned progression.
- Enable children to be positive citizen's in society.
- Enable all children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Deliver a curriculum that encourages respect for the environment and society.
- Encourage children to have a growth mind-set approach to their learning.
- Promote British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths or without faiths.

## **Planning the curriculum**

We plan the curriculum carefully and systematically, to ensure coherence, full coverage of all subjects and planned progression. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively. We have agreed a long term plan for the school through a curriculum map. This indicates which topics are to be taught in each year group. This is reviewed by the Senior Leaders and Subject Leaders prior to the start of each academic year and mapped out to indicate what will be taught in each term. This is reviewed on an annual basis.

Our curriculum map and progression skills give clear guidance on the skills that we are developing within each topic. An entry point into the topic is used to immerse the children immediately into the topic. During this a very clear exit point is explored to give the children a purpose for their learning throughout a set period of time. We use objectives from Early Years outcomes and National Curriculum to support our planning of Literacy and from Power Maths which align with the White Rose Hub for mathematics. All other subjects are based on skills objectives within the National Curriculum.

## **Assessment**

Assessment is managed by the class teacher and evident in pupils' ongoing work, marking and feedback. Achievement is recorded at the end of each unit of work. This assessment is visible in each pupil's book so that they and others can recognise their achievements and understand which objectives are still to be achieved. As a school we use Classroom monitor to assess each foundation subject. This details the expected skill level for the children in each subject, according to their year group.

## **Monitoring and evaluating**

The Headteacher has the overall responsibility for ensuring the quality of provision provided for the pupils and the outcomes for attainment and progress. Monitoring and evaluating activities are undertaken in partnership with subject leaders. Monitoring and review activities link to strategic development priorities and the performance management cycle. Leaders report their findings to governors, and they provide feedback to staff. This process enables us to build on existing strengths and address areas for improvement.

## **The role of senior leaders**

- Work with subject leaders to map out each topic, knowledge acquisition documents and skills required for all subjects.
- Support and advise subject leaders and ensure access to effective professional development and training.
- Ensure that all curriculum documents, progression maps and curriculum plans are well designed, effectively implemented and have a positive impact on pupils' learning.

## **The role of subject leaders**

- Draft topic plans, knowledge acquisition documents and identify the skills required for their subject.
- Keep up to date with current national and local initiatives.
- Support and advise colleagues about their subject and deliver appropriate training.

- Support the monitoring of pupil progress and achievement.
- Support the monitoring of subject content, depth and implementation.

### **The role of governors**

- Maintain an overview of the curriculum through monitoring visits and conversations with senior leaders.
- Ask questions to ensure that systems are in place and working effectively.
- Provide appropriate challenge and support to senior leaders, read reports provided and keep an eye on information about pupils' attainment and progress.