

Curriculum Policy

September 2022



Limitless Potential

Ignite Passion

Embrace Difference

Mr. Stephane Bommel
Headteacher

Mr. Keith Oliver
Chair of Governors

Curriculum Policy

Hazlewood Community Primary School

Date: September 2022

Date for Governors Review: September 2023

Contents

1. Curriculum aims	3
2. Legislation and guidance	4
3. Roles and responsibilities	4
4. Organisation and planning	6
5. Inclusion.....	7
6. Monitoring arrangements	7
7. Links with other policies	7

1. Curriculum aims

Vision Statement

At the heart of our school, all individuals have opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock limitless potential for all in our community. Through nurturing and trust, we can open the door to exciting new adventures, challenges and experiences to spark dreams for every child.

Our curriculum aims/intends to:

At Hazlewood Community Primary School we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative, confident and committed to ensuring that all of the children in our care are happy, enthusiastic and purposeful learners.

We are working together to:

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through dynamic and high quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future
- Provide a welcoming, secure, stimulating and enriched learning environment
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles
- Celebrate our growing diversity and work in partnership with parents, children and the wider community

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school
- chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Leadership

The leadership will ensure that the school curriculum is implemented in accordance with this policy.

Headteacher & MFL/ Music Leader: Mr. Stephane Bommel

Deputy Headteacher & Religious Education Leader: Mrs. Kate McKenna

English Leaders: Mrs. Alison Snell & Mrs. Samantha Bowman

Maths Leaders: Miss. Samantha Rutter & Mrs. Liz Patterson

Science and Computing Leader: Mrs. Kimberley Callen

Physical Education: Miss. Samantha Rutter

Geography: Miss. Georgia Gould

History: Miss. Sophie Bowman

PHSE/ RSE: Mrs. Sophie Wilson

Art/Design & Technology: Mrs. Vanessa Coxon

4. Organisation and planning

Aims:

- to nurture and develop well-rounded, capable and caring individuals
- to give children the skills, knowledge and attitudes to lead a rich and fulfilling life
- In order to achieve our aims, we need to ensure children:
 - have firm foundations of basic skills that they can use and apply
 - have a broad range of exciting and creative opportunities to discover and nurture their individual talents
 - understand the distinct nature of the different disciplines that enable one to become a specialist in a particular area, e.g. an artist or a historian
 - develop a set of core human values that underpin their spiritual, moral, social and cultural (SMSC) development and their sense of uniqueness and self-worth as individuals
 - have access and opportunity for all individuals to achieve their potential
 - develop their thinking and questioning skills

The Hazlewood Community Primary School curriculum consists of:

- the National Curriculum core and foundation subjects, which are taught through a relevant, contextual and inspiring curriculum
- RE, PHSE and RSE
- an enrichment programme for each year group linked to National Curriculum core and foundation subjects
- a programme of extracurricular activities that includes creative and physical opportunities.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits/ Learning walk/ Professional discussions with leaders/ Pupils Voice

Curriculum leaders monitor the way their subject is taught throughout the school by:

- Leadership days/ Learning Walks/ Professional discussions with teaching team/ pupil voice/ Book professional discussions.

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the headteacher & Curriculum leaders. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality Policy
- Pupil Premium Report
- RSE / PHSE Policies