



## **CURRICULUM POLICY (Years 1-8)**

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### **Aim**

At Hazelwood we aim to help each child to achieve his or her full potential by providing a broad and balanced curriculum. Through the delivery of the curriculum, we seek to encourage, support and challenge all children to achieve the highest standards of which they are capable. In addition to academic growth, our curriculum also promotes each learner's spiritual, moral, social, cultural, mental and physical development, thereby preparing him/her for the next stage of education.

We teach British values, both explicitly through lessons, but also through the soft curriculum. Staff actively demonstrate them in their own practice and in their relationships with peers, parents and pupils, across the breadth of school life.

Our curriculum does not discriminate against pupils contrary to the Equality Act, on the basis of any protected characteristics which may include age, disability, race, religion and belief, sex or sexual orientation.

We incorporate e-safety into our teaching both in ICT and computing lessons and via other subjects when such technology is introduced.

Safeguarding of our pupils is paramount and our curriculum delivery is woven through with ongoing review and, if necessary, adjustment, of approach/ content and pastoral care to optimise the safety of pupils in our care.

In this Policy we outline the processes for curriculum design, planning and delivery.

### **Curriculum**

1. At Hazelwood we provide full-time supervised education for learners of compulsory school age which gives learners experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
2. In order to achieve this, the curriculum for the learners in Years 1 to 8 is based upon the National Curriculum and / or Common Entrance and comprises:
3.
  - The core subjects (English (linguistic), mathematics (mathematical) and science (scientific)) and the foundation subjects (history and geography (human and social), design technology and food technology (technological and creative), information

technology (technological), physical education (physical), music (creative), drama (creative) and art (aesthetic)).

- Religious Education, (RS) in accordance with the Christian philosophy of the school
- PSHE (human and social)
- P4C (human and social)
- French, taught from Reception upwards (including cultural awareness) (linguistic)
- Latin, Spanish and Greek options (linguistic)
- Exam techniques and study skills (Years 6-8 inclusive) in preparation for transfer exams at 11+ and 13+ including verbal reasoning and non-verbal reasoning.
- E safety delivered through ICT, computing, via subjects when such technology is introduced.

Coherent provision is made for the integration of cross-curricular skills. Opportunities for cross-curricular learning are developed wherever possible.

4. Each subject of the curriculum has a policy document stating:
  - the aims and objectives for teaching and learning in that subject
  - the plans and schemes of work to be followed by each year group including differentiation, as appropriate, for pupils of varying ability and those with an EHC plan, IEP or EBP
  - teaching strategies to be employed in delivering the curriculum
  - methods of assessment and recording
  - resources available.

In this way the subject matter is planned and delivered as appropriate to the ages and aptitudes of the learners, including those with a EHC plan.

Further, the Learning Support department provides guidance regarding specific strategies for learners with special learning requirements. (See planning below also.) Teaching staff are provided with a summary of the learner's specific requirements and suggested pedagogy to satisfy the learner's needs (Quality First Teaching). Supplementary to this there may be additional learning support lessons on a 1 to 1 or group basis where skills such as literacy, numeracy etc may be supported outside of the classroom. Additional support is listed in each child's independent education plan, where an IEP is in place.

5. Learners acquire speaking, listening, literacy and numeracy skills. Speaking and listening skills for example are covered in English, French, Spanish and drama. Literacy features particularly in English although additional skills are acquired in the broader sense of the word through Religious Studies, PSHE, and history for example. Numeracy skills feature in mathematics, but additionally in science and some topic work for example.
6. The principle language of instruction is English.
7. PSHE learning. At Hazelwood we believe that self-esteem, self-confidence, resilience and relationships are the keys to enjoying a happy and fulfilling life. Consequently, Hazelwood pupils' personal and social development is at the core of our educational policy and PSHE underpins every lesson in order that our whole school approach effectively maintains and enhances our learners' wellbeing, enables our learners to make informed choices and empowers them to take responsibility for their actions. There is a PSHE curriculum followed from Year 1 to Year 8 inclusive.
8. The EYFS curriculum is used from six months to the end of Reception and covers the seven areas of learning. There are 3 prime areas: physical development, communication and language and personal, social and emotional development. Followed by 4 specific areas: literacy, maths, understanding the world and expressive arts and design. The

children have access to specialist teaching in music, swimming, and PE. Reception children also learn French.

9. A programme of extra-curricular activities (including sport and music), are offered to children in Skylarks and Oak to complement the curriculum.

## **Organisation**

10. Cross-curricular topics are planned in each year group that focus on for example some combination of science, history, geography, RS, PSHE, art and design technology. Discrete areas of the curriculum continue to be taught.
11. Learners are taught in mixed ability classes with appropriate differentiation and ability group teaching in mathematics from Year 2 and English from Year 6. Children are ability grouped for a wider range of subjects from Year 7.
12. Throughout the Early Years continuous provision provides children with access to all areas, along with appropriate levels of adult led activities.
13. The school has an Assistant Head with responsibility for the Early Years Foundation Stage (EYFS) who has overall responsibility for the curriculum in the EYFS, a Head of Lower School with responsibility for Years 1 to 5, and a Deputy Head, Academic responsible for Years 6 to 8 who also oversees the curriculum design in Years 1 to 8. All of these people report directly to the Head.
14. The Head of Year 8 organises an annual leavers' programme which ensures that all learners in Year 8 receive a basic introduction to careers education, financial awareness and other areas which will help to prepare them for the opportunities, responsibilities and experiences of young adult life. This is in addition to the planned PSHE programme.

## **Planning**

15. Curriculum planning is a crucial activity in which staff play a part as individuals, but also as team members. The latter may be as a member of a larger department or, crucially, as a teacher with a subject interest that will coalesce with somebody else's subject. Opportunities should be taken at all times to seek cross curricular coherence, even within a curriculum planned along discrete subject lines. Teachers' lesson planning should have regard to the following:
  - a) The School curriculum as planned and published in any department curriculum documentation.
  - b) Guidance provided by the Learning Support Department or the More Able programme to ensure that work is appropriately differentiated for children at both ends of the learning needs spectrum.
  - c) The requirements of senior school entry exams at 11+ and 13+.
  - d) E-safety recommendations.
  - e) The National Curriculum and/or Common Entrance programme of study, especially in the core subjects, or a tailored programme of study based upon these.
  - f) The teacher's own views.
  - g) In the EYFS the statutory Early Years Foundation stage framework is followed along with 'Development Matters'.
  - h) Further adjustments may be made as required in response to safeguarding concerns.
16. The curriculum is planned to ensure effective continuity and progression within and between the EYFS and Key Stages 1, 2 and 3. For the EYFS see separate EYFS Curriculum Policy.

17. Three levels of planning are used:

a. Long Term Planning

Each subject has a Head of Department (HOD) who is responsible for the development of the policy document and who ensures effective coverage of the key skills for that subject throughout the school from Year 1. The policy reflects the school's overall aims and objectives and the HOD monitors the skills being taught in each subject area. The Heads of Department / Heads of Year monitor the topics being taught by each year group's teachers, ensuring the content is organised into manageable and coherent units of work and identifies links between aspects of different subject.

b. Medium Term Planning

Class, subject teachers and Heads of Years, working from the children's prior knowledge and interests, policy documents, schemes of work and evaluated past plans and with the support of Heads of Department, produce a detailed plan for each topic to be taught within the term. These medium term plans are produced at termly or half termly intervals following specified formats.

Cross-curricular, medium term plans set out, for example:

- specific learning objectives and context
- key questions and skills
- possible learner tasks and activities, including suggested extension activities
- resources which may be used
- cross-curricular links, where appropriate

During, and at the end of a topic, teachers are encouraged to reflect upon and evaluate the medium term plans in order to monitor progress and inform future planning.

c. Short Term Planning

Teachers are responsible for keeping daily or weekly lesson plans and associated records to ensure effective day-to-day teaching and inform future planning. These should include, as appropriate, details of:

- lesson content
- class organisation
- specific resources to be used
- differentiation
- skills eg. thinking skills
- how progress will be tracked during the lesson

During / after the lesson, learners' progress should be assessed and future planning adjusted accordingly.

## **Learning, Teaching, Assessment and Progress**

18. The school and Nursery aims to engender positive attitudes to learning by fostering a climate of enquiry where ideas are respected and can be freely shared. Through the delivery of our curriculum, we seek to ensure that learners:

- acquire knowledge, skills and understanding progressively and at a good pace
- are able to achieve standards commensurate with their potential
- are competent and increasingly independent learners
- can concentrate, co-operate and work productively with others
- are actively involved in a dynamic process of thinking and discovering for themselves
- are able to assess their own work or that of their peers during peer review

- and make progress appropriate to their potential.
19. To achieve this teachers are expected to ensure that their lessons and/or activities:
- have clear aims and purposes which are shared with the children
  - cater appropriately for the learning of learners of differing abilities, interests and learning styles; resources and learning tasks will be suitably differentiated to match individual learning needs. E-safety is included as appropriate and any adjustments in response to safeguarding concerns are included.
  - create and sustain learners' interest and motivation
  - ensure the full participation of all learners
  - signal high expectations to all learners and set high but attainable challenges
  - incorporate regular feedback to learners through thoughtful marking and discussion with learners
  - make observations to determine the next steps and inform future plans
  - help learners to form useful assessments of their level of attainment and what needs to be improved
  - involve teaching strategies which:
    - suit the subject matter as well as the learners
    - ensure learners apply themselves with purpose and self-confidence
  - encourage learners to display and develop learning skills such as observation and information seeking; looking for patterns and deeper understanding; communicating information and ideas in various ways; posing questions and solving problems, and applying what has been learned to unfamiliar situations, thinking skills.
  - encourage learners to demonstrate independence and autonomy
  - ensure that learners can make progress in accordance with their potential.
20. Further, teachers are expected to assess their own performance and make appropriate revisions and adjustments to facilitate the progress of learners.

### **ICT (technological)**

21. All teachers are expected to integrate ICT and /or iPads into their teaching where appropriate. Use of the ICT facility and programme of study to be undertaken are agreed with the Head of ICT. E-safety is incorporated into ICT, via computing lessons (Years 1-6), and / or into subject lessons where technology is introduced, and during anti-bullying initiatives.

### **Curriculum Monitoring**

22. As part of our school self-evaluation process and for purposes of accountability, the teaching and learning provision at Hazelwood is systematically monitored by Heads of Years (Years 1-5), Heads of Department, Assistant Head of Lower School, the Deputy Head, Academic, the Assistant Head with responsibility for EYFS, Nursery Manager and the Head. The aim of monitoring is to raise standards by ensuring best efforts, encouraging reflective teaching and thus continually improving provision. The results of the observations are shared with the Governor's Education Committee at the appropriate termly meetings.
23. The Head gains information about the quality of teaching through formal monitoring of teachers in a process of focused observation. The Deputy Head, Academic, Heads of Department, Assistant Head of Lower School and Assistant Head EYFS and Nursery Manager and the Deputy Head, Academic gather information and evidence about teaching and learning. This may be through the scrutiny of planning, learning walks, by looking at samples of children's work, by classroom observation and by analysis of standardised test

results where appropriate. This information is used to inform the annual action plan produced by co-ordinators for every subject.

24. Scrutinies of learners' written work are completed using ISI criteria. The intention is to be as constructive as possible and to help enhance standards of learner performance. The scrutiny of children's work is also the responsibility of the Head, Deputy Head, Academic and Head of Lower School, working with the Heads of Departments, and for the Upper School, the Heads of Departments. A brief written report of each scrutiny is submitted to the Senior Leadership Team when completed.
25. Action plans for the development of teaching and learning in each subject are drawn up during the summer term. Members of the Senior Leadership Team, in consultation with the whole staff, identify areas for development from the 5 year strategic plan, whilst taking into account, arising whole-school development issues. Timescales and costs are set out, together with success criteria, in a common format.
26. The Head monitors the school improvement plan so that budget, training and staffing implications can be assessed. Development issues are prioritised and Heads of Department are guided, if necessary, towards the more relevant targets that they have identified. Thus, all monitoring feeds into the School Improvement Plan which makes provision for raising standards and for developing teaching and learning at Hazelwood. During the year, Heads of Departments may meet with the Head of Lower School regarding pupil progress and work collaboratively to achieve the agreed goals and targets in their action plans.

#### **Access**

27. We are committed to ensuring that all learners, regardless of ability, gender, race, religion, cultural background or physical disability, have equal access to the curriculum.
28. Wherever practical, provision will be made for learners that have special educational needs and disabilities, or indeed an EHC plan of Special Educational Needs that affects their ability to take part in lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, emotional and behavioural difficulties, and/or English as an additional language. It is the responsibility of the teacher to ensure that any special materials/equipment needed for a lesson are available to these children. In addition, children who have been recognised as More Able will benefit from appropriate differentiation to ensure challenge.

**This Policy was ratified by the Compliance Committee on 10<sup>th</sup> November 2017**