



Hanbury CE First School

Curriculum Policy Statement

Adopted by	Hanbury CE First School Governing Body
Governors' Committee Responsible	School Improvement Committee Statutory
Status & Review Cycle	Bi-Annual
Staff Lead	Curriculum Lead
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Our Vision...

Flourishing Through Love and Nurture

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

We flourish because:

We are a family founded on love and nurture

We build resilience for life

We are outward looking

We celebrate every step forward

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1. Curriculum aims

At Hanbury Church of England First School, our vision is ‘Flourishing through Love and Nurture’ and we achieve this through offering a broad, ambitious and exciting curriculum which is firmly anchored by our Hanbury CORES, a set of drivers which underpin everything we do.

Reading

Fostering a love of books and fluency in reading form a key part of early learning. At Hanbury we work with children to ensure they leave our school able to engage with the world of print and enjoy a lifelong love of books.

Experiences

At Hanbury we believe that the best learning is rich in experiences and enjoyment. We make use of our extraordinary local surroundings to bring lessons alive and develop skills for life alongside academic excellence.

Oracy

Being able to communicate clearly is a key skill for life. At Hanbury we teach children the vocabulary needed to express themselves clearly. From the very beginning we give them opportunities to present their ideas to their peers, parents and wider audiences.

Global Understanding

Children develop an understanding of the wider world in which they live and how their actions affect others. At Hanbury we help children to become courageous advocates for others and to develop their passions to engage and share with others.

Challenging

A culture of challenge equips pupils with the determination to succeed and the resilience to cope with failures along the way. Hanbury we strive to challenge pupils to become the very best they can be.

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](#).

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 Head teacher 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 Head teacher

The Head teacher 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 areas of development in order to make informed decisions
- Effective provision is in place for pupils with different abilities and needs, including children with SEND which is delegated to the SENDCo

3.3 Other staff

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Head teacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors. They also ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews.

Subject Leaders review pupil work to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, and to maintain an overview of standards within their subject. Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their

subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class Teachers have the final responsibility to produce class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes an 'Inspirational Learning Community'.

4. Organisation and planning

Wherever possible, we adopt an interdisciplinary approach to our curriculum design at Hanbury to ensure that the learning we offer is rich, relevant, ignites interest and provides the opportunity for deeper learning outside of school. We plan the curriculum carefully so that there is coherence and full coverage of all aspects of the National Curriculum and the Foundation Stage Curriculum and we ensure that there is planned progression in all areas.

We agree a long term plan for each year group and these then interlink to promote continuity and progression of teaching and learning right across the school. The long term plans for each year group indicate which topics or themes are to be taught in each term and outline how the national curriculum programmes of study are interwoven to create a motivating, purposeful context for learning. Foundation subject planning closely follows the National Curriculum programme of study and our RE teaching follows the locally agreed Worcestershire syllabus. Further details in relation to all taught subjects can be found in individual subject policy documents.

Each topic or theme has a knowledge organiser, which details the 'sticky knowledge' that children are expected to know as an outcome of their study in that unit. It also includes key vocabulary that pupils should use in their learning, and which subsequent teachers should expect pupils to be familiar with. These are shared with pupils and parents at the beginning of each unit and referred to explicitly during lessons to make clear how the objectives link together to form a cohesive and progressive sequence of lessons.

As long as the teaching and learning as described in the programme of study is followed, teachers can adapt their medium and short term plans to more accurately reflect both the needs and the interests of the class. Short term plans are personal to each teacher and contain as much or as little detail as they feel that they need to teach all of the pupils in their class effectively and to ensure that teaching and learning is adapted on an ongoing basis to meet the intended learning outcomes identified for every pupil. Planning will show an effective sequence of learning and should be available if requested.

See our EYFS policy for information on how our Early Years curriculum is delivered.

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 SEND
- 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 SEND policy and information report.

6. Monitoring arrangements

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

- Monitoring visits
- Meetings with subject leaders
- Regular agenda points at governing body meetings dedicated to curriculum

Curriculum leader will monitor to ensure oversight and understanding of curriculum delivery across school, including areas of strength and development.

- Planning scrutiny and discussions with teachers.
- Learning walks,
- Book looks,
- Pupil voice discussions

Subject leaders have responsibility for monitoring the way in which resources are stored and managed. They monitor the way their subject is taught throughout the school by:

- Planning scrutiny and discussions with teachers.
- Learning walks,
- Book looks,
- Pupil voice discussions

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Behaviour, Anti bullying and Exclusions
- SEND policy and information report