



Curriculum Policy

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the primary national Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum' - what children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school which make up our vision statement and upon which we have based our curriculum:

- ❖ We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- ❖ We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- ❖ We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- ❖ We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.



Aims and objectives

The aims of our school curriculum are:

- ❖ to enable all children to learn and develop their skills to the best of their ability;
- ❖ to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- ❖ to teach children the basic skills of English, maths and computing;
- ❖ to enable children to be creative and to develop their own thinking;

- ❖ to teach children about their developing world, including how their environment and society have changed over time;
- ❖ to help children understand Britain's cultural heritage and the wider world;
- ❖ to enable children to be positive citizens in society;
- ❖ to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- ❖ to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- ❖ to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- ❖ to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- ❖ to give all children the opportunity to speak and be listened to. To value their opinions and the opinions of each other.



Accessing the Curriculum

We believe that children can only access the curriculum if they are emotionally strong enough. At Holmesdale, we support children in a number of ways to do this including positive play, nurture, mindfulness and Philosophy for children.

We also use POMS in Reception and complete a behaviour of learning assessment in KS1 to highlight children that may need additional support.

The Early Years



The curriculum that we teach in the reception class meets the requirements set out in the Early Years Foundation Stage Profile. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. We have a large outdoor area to learn in, and staff plan half-termly topics with many exciting and stimulating activities. Planning is flexible, and responds in the moment to children's interests and questions.

During the children's first term in the reception class, their teacher makes a school entry baseline assessment to record the skills of each child as they start school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Key Stage One

We continue with our creative curriculum in Key Stage One. Classrooms are organised so there are a range of areas for independent learning including reading corners, writing areas, make and do, role play and construction areas. Children are able to use the resources in these areas to enhance their learning, enhance their understanding of the curriculum, test things out and independently apply and practise the skills that have been taught. There are also designated areas for outdoor learning.

Children will learn the necessary skills and knowledge within the maths, reading, writing and phonics curriculum. Speaking and listening is an important part of our curriculum, with children using 'Talk for writing' strategies, role play, talking partners and drama to enhance their learning.

They also practise the skills within the computing curriculum, and apply these in cross-curricular learning. Other subjects are taught through topic work, with cross-curricular links made wherever possible. These are on a two-year rolling programme and reviewed annually. The objectives to be taught in each topic are planned, to ensure an even coverage. Topics include 'A knight's tale', 'World party', 'Fasten your seatbelts and 'Commotion in the ocean'.

All areas of the curriculum are taught as practically as possible, putting the learning into real contexts as often as possible. Quality first teaching ensures that all children learn together whenever possible. Any child experiencing difficulties or making mistakes is given immediate support. Our Marking and feedback policy also supports this.

Within each topic we try to incorporate visits, visitors or enrichment days to try and capture the children's imagination. At the beginning of each topic, staff find out what the children know, what they don't know, and what they would like to find out about. Planning is then adapted to meet the needs of the children. Links between subjects are made, and the children access the areas of the classroom to develop their skills or respond to challenges.



Inclusion for all

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for an Educational Health Care Plan (EHC Plan), and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school has a Provision Map for any child not making expected progress. This outlines the targeted intervention to be provided and reviews and monitors their progress and attainment.

Some children are particularly gifted in an area of learning, or in the mind-set that they employ to extend their learning. If this is the case, then further activities, challenge and extension work is built in to ensure that they continue to progress at their own level. This may mean widening experiences through giving them challenges, asking them to use their learning in different contexts, or consulting with parents to discuss ways of developing a specific talent or ability.

Community Cohesion

Our curriculum is underpinned by a strong sense of community cohesion and values. Our whole school ethos is to promote community and prepare children for life in modern Britain. We want our children to understand the part they play in our society and have a wide range of activities planned throughout the curriculum to explore this. We want our children to respect other people and their differences, understand law and democracy, value other people and their customs and beliefs and be part of a caring society. See below for some of our provision:



At Holmesdale Infant School we aim to promote British values through every aspect of school life including...				
School and class rules	Special visitors to school	School Council	Friday celebration assemblies	Playground monitors
Collective worship	E-Safety	Orange and chocolate biscuit club	Displays	Extra curricular clubs
Enrichment days	Communication with parents [including website]	Rewards and sanctions	Educational visits	Charity and fundraising events

At Holmesdale Infant School we aim to promote SMSC through every aspect of school life including...				
Year	Autumn term	Spring term	Summer term	Throughout the year / ongoing
EYFS / Y1 / Y2	Healthy school Healthy me Harvest Big breakfast Walk to school Sponsored event Road safety Eid Divali Hannukah	New year Valentine's Day Science week Mum's count Book week St George's Day Fairtrade fortnight Grandparents day Easter	Sun safety Environment week Sports day Fashion show Sponsored event Leaver's concert Prom Seaside day Holmesdale's got	Philosophy for children [P4C] Staff Code of Conduct Staff handbook School Vision statement Home / school agreement School rules

	Bonfire safety Remembrance Christingle service Christmas celebrations Singing at Stonelow court Anti-bullying Dad's reading Gardening day	Chinese new year Going for goals Good to be me Safer internet awareness	talent Transition activities Dad's reading Garden produce Trying our best Changes	Classroom rules Assemblies Year group time / circle time Talking partners School Council Orange and chocolate biscuit club Playground helpers SEAL Forest Schools Mindfulness Celebration assemblies Cross curricular planning Nurture group / positive play Enrichment days Rise and Shine enterprise
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The role of the curriculum co-ordinator

The role of the curriculum co-ordinator is to:

- ❖ provide a strategic direction for the subject;
- ❖ support and offer advice to colleagues on issues related to the subject;
- ❖ monitor pupil progress in that subject area;
- ❖ provide efficient resource management for the subject

The school gives co-ordinators non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each area co-ordinator to keep up to date with developments in their area, at both national and local level. They review the way the area is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each co-ordinator reviews the curriculum plans for their area, ensures that there is full coverage of the Curriculum and that progression is planned into schemes of work.

The co-ordinator will monitor and moderate work.

Co-ordinators monitor the way their area is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

We have named governors for each curriculum area. The governors liaise with the co-ordinators of these areas, and monitor closely the way the school teaches these subjects.