



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Curriculum Policy – October 2022

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

Author	Sally Windmill	Date reviewed	October 2022
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EIA approved by	T&L	Reviewing committee	Teaching and Learning

EIA = due consideration of potential adverse impacts on the following groups: age; disability; gender and gender reassignment; marriage and civil partnership; pregnancy and maternity; racial groups; religion or belief; sexual orientation.

Rationale - Intent

The curriculum provides the context for teaching and learning. At Alexander Hosea Primary School we believe that our balanced, broadly based, progressive and enriched curriculum, underpinned by our school vision and values and learning powers (ELLI) will help our children to be aspirational. The curriculum will allow them to grow into positive, responsible people, who can learn effectively and co-operate with others, while developing the skills and knowledge to ensure their learning is limitless. They will be very well prepared for secondary school and become life-long learners.

Definition

The curriculum is defined as all the planned activities that we organise in order to promote learning - including personal, social and emotional development. It includes not only the formal requirements of the Early Years Foundation Stage 2021 and National Curriculum 2014, but also the range of extra-curricular activities that the school provides in order to enrich the experiences of the children. It also includes the 'hidden curriculum', i.e. what the children learn from the way they are treated and expected to behave, which creates the school ethos.

Aims

Our curriculum will:

- Provide children with the skills and knowledge they need to help them to access the next stage of their education.
- Promote the spiritual, moral, cultural, mental and physical development of pupils.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- Fulfil all the requirements of the Early Years Foundation Stage 2021, National Curriculum 2014, national PHSE requirements and the Locally Agreed Syllabus for Religious Education 2022.

The curriculum is underpinned by our core ASPIRE values and aims:

Adaptability – To be adaptable in a changing world

Self-belief - To have self-belief in what they can achieve

Perseverance - To persevere and show resilience

Inclusion - To accept and value differences and similarities in ourselves and others

Respect - To respect views, opinions and belongings of ourselves and others

Enquiry - To foster a zest for discovery and learning

The specific aims of our school curriculum are to:

- Set high expectations for every pupil, providing appropriate challenge and support.
- Make learning meaningful, engaging and fun to create positive memories of school.
- Enable all children to learn and develop their skills to the best of their ability through personalisation, responding to individual pupils' needs, overcoming potential barriers for individuals and groups of pupils and promoting an inclusive ethos.
- Promote a positive attitude towards learning and an ability to persevere, so that children enjoy coming to school and acquire a firm foundation for lifelong learning.
- Teach children the skills of English, Mathematics, Science and Computing and provide rich and relevant opportunities to apply these.
- Encourage children to be enquiring, creative and to develop independent thinking through problem-solving and collaborative learning.
- Promote a genuine interest in and teach children about their developing world (including how their environment and society have changed over time).
- Help children understand Britain's cultural heritage;
- Promote community cohesion and enable children to be adaptable and positive citizens in a local, national and global society.
- Teach children to have an awareness of their own spiritual, moral, social and cultural (SMSC) development and understand right from wrong.
- Promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Help children understand the importance of fairness, tolerance and empathy so that they grow up committed to equal opportunities for all.
- Enable children to have self-respect, believe in themselves and to be able to live and work co-operatively with others.
- Encourage a growth mindset and belief that success comes with hard work and a positive attitude.

Implementation

Long term planning

- Each subject area has a clear progression in knowledge and skills for each year group that must be taught at some time during the year (some subjects follow a progression from a high-quality scheme of work – eg Language Angels for French; Charanga for Music; Val Sabin for PE; Jigsaw for PHSE and others have school-specific Curriculum Maps).
- Teachers choose when the objectives would best fit with meaningful projects throughout the year – the overarching units of learning are mapped on to a whole school long term yearly planner, which is revisited on a regular basis.

Project planning

- Each long term the curriculum is organised into a project, planned around an essential question, which drives the children's learning and teachers' planning, facilitating an integrated, cross-curricular approach.
- There are opportunities for feedback and quality assurance throughout the planning process (including by the Curriculum strategic lead and at subject leadership project review staff meetings).
- In the run up to a new project launch, staff work together to develop and enhance each other's plans through project tuning.
- Essential questions are planned to be thought-provoking and promote deeper thinking. They would not be able to be easily researched on the internet.
- Projects will be chosen with the intention of capturing the interest and imagination of the children involved.
- Projects have a clear timeline with milestones and mini-outcomes for pupils to achieve, leading to a final outcome with an audience to give more purposeful learning.
- Projects will be enhanced with visits, visitors, real-life tasks, links to the community and current global issues where possible.
- Core subjects and skills are integrated into the project (where appropriate) giving relevance to learning.
- Skills and content that cannot be woven into projects will be taught discretely.
- Parents are informed about the whole project via a termly project web on the school website.
- Weekly class newsletters detail progress through the project and inform parents/carers of ways to support from home.

Key elements of project based learning:

Personalisation and making choices

Teachers endeavour to find out about current interests of children and how they want to learn. Children have opportunities to contribute their ideas to the projects and have ownership on how to present their learning on a regular basis.

Learning environment

Creative and motivational learning environments take on an appearance of a time, place or event being explored in the project and are changed with each project. Classrooms are planned to have a variety of flexible learning spaces to allow children to make daily decisions about where and how they would like to learn.

Challenge based learning

Developing problem solving, independence and resilience in learners is a central part of our provision. Children are presented with challenges related to their project which require them to organise themselves, plan and carry out the task and choose how to present their learning whenever possible. Staff act in a facilitating role, using effective questioning to support rather than direct, to encourage learners to think for themselves.

Wow days

These are designed to spark interest in the new project. The days are planned to incorporate a wide range of skills and activities and can take place in school, outside or off site. This leads the children to being immersed and engaged in their project quickly.

Final outcome

The final outcome of a project, which might be a product (such as an artwork), or a performance (such as a show or a debate), or a display (such as a museum) creates a focus for the project and gives a purpose for learning from the very beginning. Pupils are aware of the final outcome; the timeline and audience for its completion. This gives pace and purpose and embeds the need for high quality, world-class outcomes.

Audience

Each outcome will have an audience that will be wider than the parental community where possible. Ultimately aiming to give service to the local, national and global community will increase motivation and engagement.

Critique

Peer critique is used from time to time to allow children to reflect upon and improve their learning. Using exemplar pieces, for example to introduce a writing genre, and creating and WAGOLL (What a Good One Looks Like), provides the children with a clear understanding of the expectation.

Children critique and redraft their learning until it becomes the very best it can be and to a standard of which they feel extremely proud. This may be used particularly with pieces that will be used as a final product as part of an outcome. Children will be taught how to provide warm feedback and cool feedback (helpful suggestions for improvement) initially through use of visual pieces such as art and design. As they develop their skills it will be linked across the curriculum. Children will be asked to follow three main rules when completing critique sessions: Be kind, be helpful, be specific.

Early Years Foundation Stage

There are seven areas of learning and development of which three are Prime Areas (Communication and Language, Physical development and Personal, social and emotional development) and four Specific Areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design).

The curriculum within the EYFS is based around plans which have stemmed from the children's own interests under the umbrella of the term's essential question and theme. The areas of learning are equally important and depend on each other. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. All areas are delivered through a balance of adult led and child-initiated activities.

Key Stage 1 and Key Stage 2

From Year 1 to Year 6, we follow the requirements of the National Curriculum 2014; the programmes of study for each subject are used as the basis for our long-term planning. We ensure that all the requirements are met through our Schemes of Work or Curriculum Maps, which are used by all phases.

Alexander Hosea uses the South Gloucestershire Agreed Syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction. Our PSHE curriculum is supported by JIGSAW materials. From Reception through to Year 6, opportunities will be taken to extend the curriculum through:

- visitors, including artists, craftspeople, actors and musicians;

- the use of the school grounds, the locality and the wider environment;
- educational visits;
- support and expertise of parents.

Development as an effective learner

A core part of learning across all areas is the development of the children as effective learners. We use Effective Lifelong Learning Inventory (ELLI – developed through Bristol University) to help the children to develop as rounded learners. We use a consistent language of learning (based on research about meta-cognition) to encourage children to reflect on their learning, know themselves as learners and articulate their thinking. We encourage the children to see mistakes in learning as opportunities to grow our brain power.

Subjects Specific Intentions:

Maths

Maths at Alexander Hosea is taught through a mastery approach. The school believes that **all** children can develop an understanding of Maths. The whole class moves through topics at broadly the same pace. Each topic is studied in depth and the teacher does not move to the next stage until all children demonstrate that they have an understanding of mathematical concepts. Students are given time to think deeply about the maths and really understand concepts at a relational level rather than as a set of rules or procedures.

Teaching maths for mastery approach offers all pupils access to the full maths curriculum. This inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in pupils. We use key ideas from Boolean and White Rose Maths (along with other high-quality resources) to develop children's fluency, reasoning and problem-solving.

Our Maths curriculum differentiates through depth rather than acceleration. Though the whole class goes through the same content at the same pace, there is still plenty of opportunity for differentiation. However, advanced learners are not accelerated through to new content, instead those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Those children who are not sufficiently fluent are provided additional support to consolidate their understanding before moving on.

Our aim is to build resilient Mathematicians who are not afraid to solve problems and have a foundation of different methods and strategies to draw on.

English

At Alexander Hosea, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We understand that reading and writing skills has a direct impact upon progress and attainment in all areas of the curriculum and also upon a child's self-esteem, well-being and motivation to learn. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as members of society.

We therefore believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. At Alexander Hosea, we believe that the teaching of phonics is an essential component to the teaching of early reading. We therefore aim to teach this through an explicit and systematic approach to our emergent readers. We use 'Letters and Sounds' as a basis for provision.

We have a rigorous and well-organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teacher's plan to ensure that English skills as set out in The National Curriculum, are woven throughout the current projects and cross-curricular reading, writing and oracy opportunities and outcomes are carefully planned for.

It is our ambition to have a school community of enthusiastic readers and writers who can recognise their progress, are confident enough to take risks within their learning and enjoy nothing more than celebrating their literacy skills and achievements.

Science

It is our intention that learning Science should be interactive and fun, developing children's scientific thinking and their ability to behave as scientists in order to maximise their potential in Science. Children should be encouraged to talk about their observations, apply knowledge and understanding they have gained in order to form effective conclusions. This allows our children to build and apply relevant scientific vocabulary to explain their thinking. They are supported to identify how science is working around them, as well as helping them grow in confidence as scientists, developing an enjoyment for the subject and encouraging their curiosity to question the world around them. Science is taught as part of a project-based curriculum whereby the children immerse themselves as Scientists with a cross curricular/STEM (Science, technology, engineering & maths) approach, where applicable, to achieve an end goal/project.

Religious Education

At Alexander Hosea, we follow the South Gloucestershire Agreed RE Syllabus and learn about and from religions. RE provokes challenging questions about the ultimate meaning and purpose of life, belief about God, the self, issues of right and wrong and what it means to be human. The subject helps children to develop skills such as empathy, analysis and evaluation. It promotes curiosity, fairness and mutual respect and tolerance. Where possible, learning links are made with the wider project and visitors from different faiths are welcomed to enrich the children's wider religious picture. School trips to places of worship are used to enhance learning. Children are given the freedom to think for themselves and make their own decisions about whether to follow a faith or none in their own time. Alongside the following religions we make space for non-religious world views, as represented in the community. We learn about the beliefs of: EYFS – Christians (plus celebrations from other faiths); KS1 - Christians and Muslims; KS2 -Christians, Muslim, Hindu and Jewish people.

PHSE (including RHSE)

We aspire for our children to grow to be happy, healthy, safe and successful as global citizens. In PHSE we aim to grow personal attributes so that they have self-belief, resilience, curiosity, perseverance, adaptability and a positive mind-set so that they become brilliant learners day to day, as well as lifelong learners. We nurture them so that they have the confidence to tackle moral, social and cultural issues that they may encounter using the knowledge, skills and attributes that we deliver. By remembering what they have been taught, they will be able to make informed choices with regards to their mental and physical health. Throughout the school children will be supported to become emotionally literate and develop skills needed to maintain respectful and meaningful relationships and understand the rights and responsibilities of people working together as a team and see how they fit into and can contribute and make a difference to the world they live in.

We use the Jigsaw Programme for Primary PHSE including statutory Relationships and Health Education. This is a spiral, progressive and fully planned scheme of work that gives relevant learning experiences. Jigsaw puzzles are delivered in 6 puzzle pieces with each year group focused on a theme at a time through the year.

Term 1: Being Me in My World

Term 2: Celebrating Difference

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including sex education)

Physical Education

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a broad range of physical activities. These include dance, games, gymnastics, swimming, OAA and athletics. From Reception to Year 6 the children will have the opportunity to develop a bank of skills which progress from one school year to the next. As a school to ensure we are developing our progression of skills, we use the Val Sabin PE Scheme. Through our teaching of PE we are fully inclusive and differentiate our PE lessons to ensure that it is achievable for all children including those with SEND. We provide opportunities for the children to take part in inter and intra competitions, festivals, tournaments and galas.

PE promotes an understanding in children of how their bodies work in action and how to have a healthy lifestyle, which in turn will help them to make informed choices about physical activity throughout their lives to support their mental health and personal wellbeing. As a school, we aim through our PE sessions, to provide and develop the children with skills, which will help them to become a good sportsman by being co-operative, confident, build on a progression of basic skills and develop a self-belief in their own sporting ability. We encourage children to have a growth mind-set with PE and know that everyone can improve their skills, speed and agility over time.

Computing

We recognise that pupils are entitled to a broad and balanced Computing education based on the National curriculum which is a structured and progressive approach to the learning of computer science, the use of Information Technology (IT) and the skills necessary to become digitally literate and participate fully in the modern world. Within an ever developing world of technology, we strive to ensure pupils are confident with the many aspects of Computing (Data, Media, Information & Communication and programming) as well as understanding how to navigate the computing world safely (e-safety). The importance of online safety is explicitly taught through structured lessons as well as being regularly emphasized across the curriculum when using technology as part of our project learning.

Computing is taught as part of a project-based curriculum with links to other STEM subjects (Science and Maths). We aim to highlight the application of computing in real world contexts wherever possible, to help the children to see the links in their learning. To enable this, children have access to a wide range of technology, including: laptops, Learnpads (tablets) and a many different programmable devices.

Teachers have access to the South Gloucestershire Computing Scheme of Work to support the planning and delivery of the computing curriculum.

Music

At Alexander Hosea we aspire for our children to have opportunities to develop their creativity and enjoyment, personal expression and reflection alongside the subject specific knowledge and skills of our music curriculum.

The key aims of the curriculum are to develop:

- Performing skills by controlling sounds through singing and playing musical instruments.
- Composing skills through creating and developing musical ideas.
- Appraising skills through developing active listening skills, reviewing and responding to music across a range of styles and eras.
- Musicianship and knowledge of simple musical notation.

Alongside these aims, there is a focus on gaining awareness of different composers through history as well as broadening awareness of different cultures through music.

During their time at school, all children will have the opportunity to perform to an audience at regular intervals and to have access to a range of different instruments including the chance to have individual, small group or whole class tuition from a specialist via the Integra Music Hub in South Gloucestershire.

We use Charanga Music Programme as the basis for our Music offer. This is a scheme of work that that is planned by music specialists with clear progression, high quality resources and subject knowledge support for non-specialists. From this, each year group delivers 3 units across the year – with a variety of foci and providing a range of experiences in singing; composition; active listening; musicianship and performance.

Art & Design

We are committed to providing all children with learning opportunities through our creative curriculum to engage in Art and Design. The main aim of Art and Design education is to give pupils the skills, concepts, knowledge and understanding necessary for them to express their responses to ideas and experiences. This is delivered in a visual or tactile form through termly projects which incorporate and develop children's knowledge of local, national, cultural and international artists, who use a range of media and styles. We aim to ignite their imagination and encourage art as a means of personal expression, through the important use of sketchbooks to display the children's personal art journey. While it is essentially a practical subject, art should provide opportunities for reflection and pupils should acquire the ability to make informed, critical responses of their own work and that of their peers, through valuable peer critique and personal reflection. Through Art and Design, the children learn a range of skills, concepts, attitudes, techniques and methods of learning.

We achieved Silver Arts Mark in September 2020.

History

In History, we focus on similarities and differences; cause and effect; what can be learned from the past and the legacy of periods of history. It is important that the children have chronically secure knowledge of events, people and changes in the past including their local heritage too. We aim to bring the past alive through a range of opportunities in projects based on enquiry and our cross-curricular approach to teaching.

Geography

We aspire for our children to become conscious and global citizens. We teach them to use geographical vocabulary, tools, and maps to identify and describe natural and human-created systems or features. We equip them with knowledge about diverse places, people and encourage curiosity to compare similarities and differences. Using fieldwork, they observe, explore, measure and record features in the landscape, and how humans interact with the world around them. They understand that humans are changing their environment and that we can all now act to create a better, more sustainable world.

The key aims are to:

- inspire pupils' curiosity to discover more about their local community and the world.
- enable children to develop the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- help children understand how the human and physical features of a place shapes its location and can change over time
- provide 'real life', sticky knowledge and skills that can be carried with them throughout their lives.

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Modern Foreign Languages (French)

Teaching a modern foreign language is a statutory requirement from Year 3 to Year 6. At Alexander Hosea School, we teach French. Our French curriculum aims to further children's understanding and awareness of people from other cultures; exploring their own cultural identity and those of others. Its aim is to foster an interest of learning another language, develop speaking and listening skills, and stimulate and encourage children's curiosity about language. By the end of Year 6, our aim is for all children to have a broader vocabulary range in French, be able to speak using simple language and be understood, to show understanding in simple reading, listen and engage in conversation, present information and ideas orally and to have built on their pronunciation skills. Resources are available on the school network, where we use the LCP New Generation French scheme to support our teaching of French.

The role of subject leaders

The role of the leader is to:

- provide strategic lead and direction;
- monitor and evaluate teaching and learning;
- provide appropriate support and challenge for colleagues to further develop practice;
- facilitate delivery of high-quality professional development for staff;
- provide efficient resource management – seeking grants/funding as necessary.

Effective subject leadership is part of the Teachers' Standards. Where possible, the school gives subject leaders non-contact time, so that they can carry out some of the necessary in-school duties involved with their role. It is the role of each subject leader to keep up with developments in their subject area, at both national and local level. They review the way it is taught in the school and plan for improvement as part of school self-evaluation processes.

This information feeds into school development planning is integral to school improvement planning. Each subject leader reviews the plans for their curriculum area, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. They provide support and guidance for colleagues in delivering the school's curriculum. Subject leaders' reviews of planning, as part of the project tuning, plays an important part in this process.

Impact

Monitoring and review

- The governing body will take a strategic view, determine policies, plans and targets and monitor and evaluate progress and attainment.
- It is the responsibility of the 'Teaching and Learning' committee to acquire a more in-depth and informed knowledge of the curriculum through its monitoring and review processes.
- The governors liaise with the subject leaders in curriculum teams and their role is to find out about and report on provision and its impact upon children's learning.
- The Headteacher is responsible for the day to day organisation of the curriculum. The Senior Leadership Team and subject leaders monitor ensure that all year groups are taught the full requirement of the National Curriculum.

- The Strategic Curriculum Leader (Deputy Headteacher) monitors quality of project plans; providing constructive feedback to teachers and reporting to the SLT as necessary.
- Subject leaders monitor the quality of provision in their subject area across the school, share good practice with colleagues and provide constructive feedback to teachers to further develop practice.