

**Curriculum policy**

Hyde Park Schools

**Approved by:**

**Date:**

**Last reviewed on:**

**Next review due by:**

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## Curriculum Aims

### Intent

At Hyde Park Schools, our vision is to be an inclusive school where all children feel safe, loved, challenged in their learning and are respectable role models for other children. We are determined to achieve our mission, which is to prepare all our children for the next phase of their academic journey whilst enabling them to contribute positively to their communities.

We have designed our curriculum to provide the best learning opportunities for all our children to be curious learners. The curriculum we deliver is aligned to the National Curriculum, whilst incorporating Programmes of Studies that meet the needs of our children as identified by staff. Our curriculum is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.

The curriculum is coherently planned and sequenced to provide our learners with the knowledge and skills needed for future learning and the next phase in their education. We understand that a child's ability to learn is based on gaining knowledge and building on learned knowledge, as well as the ability to use and apply any associated skills adeptly and competently.

We believe that reading is a fundamental life skill and therefore reading is prioritised across the schools. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers. It is our intention to ensure that all pupils read widely and confidently with fluency and comprehension appropriate to their age.

Our curriculum is designed to marry these key components to ensure progress and a greater depth of understanding that leads to sustained mastery. We do not narrow our curriculum but ensure that children receive a broad and balanced curriculum, and that learning is relevant, exciting, aspirational and challenging. All subjects within our curriculum are viewed as drivers and are underpinned by the understanding that basic literacy and numeracy competency is vital in all learning.

The children are encouraged to believe in themselves. We have the same ambitions for all learners: to be the very best they can be. The curriculum is designed to make children intrinsically motivated over time and therefore be in charge of their own learning journey. This will be achieved through careful consideration of individual needs, and, in some cases, individual programmes of study based around the needs of the children.

All learners study the full curriculum, which is broad and balanced, and which aims to provide our children with a wide range of experiences. We have further enhanced our programme using the school's core values which are 'lived' daily through our relationships and school ethos.

We are determined to provide the best educational opportunities for all children at Hyde Park Schools.

### Implementation

High quality CPD and a commitment to learning from research and best practice lie at the heart of our curriculum implementation. Staff at every level are provided with extensive opportunities to develop their own subject knowledge and pedagogy to ensure the curriculum can be delivered effectively with maximum impact.

Vocabulary is taught explicitly and effectively across subjects and cross curriculum vocabulary are explored where applicable. Learning is made accessible to all, by clear coverage of prior knowledge and learning and, within each lesson, consistent scaffolding, chunking of new learning, opportunities for talk and feedback. Opportunities for depth are provided through questioning, reasoning, depth tasks and reading beyond the curriculum.

Formative assessment is used routinely within lessons, in order to address children's misconceptions. Summative assessments are used termly to track how pupils are progressing against the curriculum. Lessons allow pupils to practise our core values within their learning being brave, curious, optimistic, kind, inclusive, enterprising and confident learners.

The curriculum provides children with deep learning experiences that are built on year on year across our schools, providing children with a chronological understanding of how events fit together. Repetition also plays an important role in securing knowledge. Therefore, knowledge is often revisited in subjects across the school to allow the knowledge to become sticky. The curriculum provides diverse and rich opportunities from which children can learn and develop a range of transferable skills. Every term, the children have one of three enrichment experiences. Examples include an expert, enrichment or experience all used to gain further knowledge to what has already been taught within the classroom.

We feel it is important to use the children's own communities, heritage and traditions as a starting point for engaging interest. Our curriculum incorporates strong links to our rich geographical and historical areas, whilst providing children with the opportunities to reach out to a wide range of cultures and communities globally. As stated by Facer 2009, *"...by creating rich connections with the communities, cities and cultures that surround them and by distributing the education effort across the people, organisations and institutions of a local area..."* we want children to leave our school with a sense of belonging to a community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

## Impact

Pupils leave Hyde Park Schools with a secure understanding of the knowledge and skills learned; with the understanding of how to be socially, morally, spiritually and culturally responsible and are globally aware; how to make positive contributions to the community and how to endeavour to be the best that they can be. Progress in reading is important and provides children with life skills which then promotes reading for pleasure and enjoyment.

We aim for all our children to leave The Hyde Park Schools: brave, curious, optimistic, kind, enterprising, inclusive and confident learners, with the motivation and passion to continue to learn and with a thirst for Modern British life and all it has to offer.

## **Roles and responsibilities**

### **The governing board**

The governing board will monitor the effectiveness of this policy and hold the Executive Headteacher and the senior leadership team to account for its implementation.

The governing board will also ensure that:

- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

- › 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

### **Executive Headteacher**

The Executive 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

### **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

### **Organisation and planning**

Our curriculum is planned in three stages:

First is the long term plan which is agreed for each year group. This plan indicates what specific content for each subject is being taught in each term. We review our long term plan on a bi annual basis.

Next our medium term plans (MTP) break down each term into weekly overviews for all subjects. Learning intentions for each subject are formulated based on the content of the subject progression maps. These are sequenced so that knowledge and skills are sequential. New knowledge and skills build on prior knowledge in a clear and structured way.

Our weekly planning incorporates the content which we are teaching together with in-depth notes about how the content should be taught. Learning intentions are clearly identified for each session. The teaching slides are effective working documents and there are clear expectations that these are adapted to meet the needs of the children within each class. Appropriate amendments are made to these slides to reflect and respond to the learning needs of the children based on the evaluation and progress of children with lessons.

### **The Foundation Stage**

At Hyde Park Infant School we ensure all children have an equal chance of success through high quality care and education. We aim to provide a safe, inclusive, caring and stimulating environment where every child can gain self-confidence and learn to become independent. Through experiential learning, learning through doing, children will become active learners, play, and explore, and create and think critically and learn and retain this knowledge. Early Years aim is to set the vital foundations for successful learning. We provide a broad, balanced, and creative curriculum that will set in place firm foundations for future learning and development in Key Stage One and beyond.

At Hyde Park we recognise the symbiosis between play and learning. Play can be structured, unstructured or spontaneous and we acknowledge that crucial to quality play opportunities is a well-resourced and planned learning environment where children can be encouraged to maximise their independence and be a director of their own learning.

We are committed to a progressive curriculum that is fully inclusive which enables the individual to develop their own potential so that they may become independent, responsible, thinking, confident and considerate members of the community. Our curriculum encompasses the acquisition of knowledge, understanding of concept through repetition of learning to ensure learning becomes automatic. The skills of problem solving, aesthetic appreciation, and physical development are applied every day.

There are planned opportunities for children to learn through planned, purposeful play in all areas of learning, inside and out, considering the constraints of the school building and outside areas. We provide access to a wide range of first-hand experiences which reflect the children's personal interests and areas of curiosity to encourage and develop their natural desire, interest, excitement, and motivation to learn. Through play opportunities with others, we develop in the children a sense of responsibility, self-discipline and a thoughtful attitude towards others whilst providing a safe environment that encourages children to be brave and take risks without the fear of failure.

We plan a careful transition involving parental meetings and play and stay visits for the incoming children in the summer term and contact Nursery/Pre-school settings to discuss how best to provide for each child's transition. Continuous assessment is continued from Nursery/Pres-school to school through Tapestry online learning journals that document learning experiences in school as well as home experiences that are shared from parents.

We know that children need support of both parents and teachers to make good progress in school. We strive to build a positive relationship with the parents of each child by keeping them informed about the way in which the children are being taught and how well their child is progressing. There are three formal opportunities to meet with parents during the year to discuss pupil progress and the Tapestry journals are a consistent reporting tool.

## **Subject Specific Content**

### **Writing**

We believe that writing should be a creative and developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in topics, talk and preparation for writing is essential to the writing development process. We teach writing through teacher led class composition, guided writing with small groups, independent writing and in the EYFS, providing many opportunities for child-initiated developmental writing.

## Mathematics

We believe that mathematics provides a body of knowledge which gives a way of viewing and making sense of the world. It can be applied to analyse and communicate information and ideas to tackle a range of practical tasks and real-life problems. Maths is a proficiency which involves confidence and competence with numbers and measures. At the Hyde Park Schools, we plan and teach a whole class mastery programme designed to spark curiosity and excitement and to help nurture confidence in Maths.

Through Maths lessons it is our aim:

- ✦ To develop enjoyment of mathematics and a confident approach.
- ✦ To experience a sense of achievement regardless of age or ability.
- ✦ To develop mathematical understanding and skills through a practical approach, enabling children to apply their knowledge to everyday situations and problems.
- ✦ To develop the children's abilities to use mathematical language to talk about their methods and explain their reasoning.
- ✦ To ensure that all children understand the number system and can use a variety of computational strategies: oral, mental and written.
- ✦ To develop children's abilities to approach mathematical problems and puzzles in a systematic way.
- ✦ To match learning experiences to the abilities and needs of the children.
- ✦ To maintain a framework of learning throughout the school through which continuity and progression can be ensured.
- ✦ To understand and appreciate pattern and relationship in mathematics.
- ✦ To achieve mastery in maths.

## Science

In Science, we intend to inspire pupils with a curiosity and fascination about the world around them. We will develop their scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. We will develop their scientific language, enabling children to talk about their methods and explain their findings and conclusions. The curriculum will motivate them to become effective communicators of scientific ideas, facts and data whilst enhancing their practical skills of scientific enquiry.

- ✦ To stimulate and excite children's curiosity about phenomena and events in the world around them.
- ✦ To ensure that basic concepts and techniques are established thoroughly as a foundation for further learning.
- ✦ To develop scientific language, enabling children to talk about their methods and explain their reasoning.
- ✦ To stimulate enquiry into the nature of our environment and our place within it with a view to developing increasing environmental awareness resulting in young people with respect for our planet.
- ✦ To develop the confidence to apply what they have learned to a variety of situations and to realise the cross curricular links that are possible within the subject of science.
- ✦ To develop a set of attitudes which will promote scientific ways of thinking, including open mindedness, perseverance, objectivity and recognition of the importance of teamwork.

- ✦ To enhance pupils' practical skills involving: meticulous observation, accurate and appropriate measuring, the making and testing of hypotheses, the design of fair and controlled investigations, the drawing of meaningful conclusions through critical reasoning and the evaluation of evidence.
- ✦ To become effective communicators of scientific ideas, facts and data.

### Religious Education

In Religious Education, we intend to provide children with a well-rounded view of the different world religions. We aim to guide them in their understanding of the key elements within each religion, to appreciate how these are celebrated and used to promote tolerance and understanding towards all religious beliefs. In doing so, we promote self-reflection, aim for all children to understand how their own beliefs and ideas are both similar and different to others around them.

### Computing

In Computing we intend to teach the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. We will build on this knowledge and understanding so that pupils use information technology to create programs, systems and a range of content. We will focus on being safe whilst working in a digital environment and understand the digital footprint we leave. The curriculum will develop pupil's digital literacy so that they are able to express themselves at a level suitable for the future workplace and as active participants in a digital world.

### Geography

In Geography, we intend to inspire pupils with a curiosity and fascination about the world and its people. Pupils will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of key physical and human processes. We intend to develop children's competency in the geographical skills through the use of fieldwork, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). It is important for us as a school to make use of our geographically rich environment, so within the curriculum there is a strong emphasis on the local area and community we live in.

### History

The aim of History teaching at the Hyde Park Schools is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Within the teaching of history at KS2, we believe it is important to teach history in chronological order, so the children are able to understand and make links between historical events. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to Social, Moral, Spiritual and Cultural education by teaching how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, allowing them to learn through discovery. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on

helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'How do we know?', about information they are given.

### MFL: French

We believe the learning of a foreign language provides valuable educational, social and cultural experience for our pupils. They acquire communication and literacy skills that lay the foundation for future language development. It also introduces an international dimension to pupils' learning and gives them an insight into the culture of other people. The learning of a foreign language provides an excellent opportunity for cross-curricular links and the reinforcement of knowledge, skills and understanding in other subjects.

### Art

We use a variety of teaching and learning styles in Art lessons. Our principal aim is to develop the children's skills (art fluency) to underpin their knowledge.

Units of work always include spending time appreciating the work of one focused artist. These might be older artists or those with a more modern style. Children examine how the artist produced their artwork, rehearse the techniques themselves and then use these to produce work of their own in the same style.

Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of their peers. Within lessons, we give children the opportunity both to collaborate as well as work independently and have the opportunity to use a wide range of resources. The year is finished by entering the national art competition to be exhibited at the National Gallery in London. This is where the children are able to draw all of the knowledge and skills learnt over the year to apply to a finished piece.

### Design Technology

We use a variety of teaching and learning styles in Design and Technology lessons. Our principal aim is to develop the children's knowledge, skills and understanding. Within lessons, we give the children the opportunity both to collaborate and work independently and have the opportunity to use a wide range of resources. Children are taught to use a range of tools and to use these creatively. Children have the opportunity to understand and apply the principles of nutrition and learn how to cook. Children learn to critique, evaluate and test their ideas and products and the work of others. Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of other children.

### Music

The teaching and learning of Music develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. Music lessons facilitate the communication of musical dimensions (timbre, pitch, texture, tempo, duration, structure & dynamics), through composition, improvisation, listening and appraising to develop an understanding of music from different eras and cultures. To enables children to develop their skills and techniques as singers, instrumentalists and performers.

### PE

Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. Physical education promotes children's

understanding of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and compete with each other and have the opportunity to use a wide range of resources.

We aim to provide pupils at the Hyde Park Schools with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

All children learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **PHSRE**

PHSRE plays a valuable and essential part in the development of the whole child. PHSRE provides opportunities for pupils to explore personal issues and to confront sensitive issues such as bullying, racism and sexism.

**Mindfulness/self regulation/family links/mental health week.**

### **Social, Moral, Spiritual and Cultural development (SMSC)**

At the Hyde Park Schools, we strive to create a learning environment that promotes our pupils' Spiritual, Moral, Social and Cultural development (SMSC). Equipping our pupils with the knowledge, skills, attitudes and values they will need to be healthy and respectful citizens and to succeed in their future lives.

Opportunities are provided throughout our curriculum, as well as assemblies and extracurricular activities:

- ✦ We encourage our pupils to be reflective through pupil voice.
- ✦ Develop opinions and points of view through class discussions.
- ✦ Celebrate achievements through weekly Celebration Assemblies.
- ✦ Encourage children to reflect on their own behaviour and develop coping strategies.
- ✦ Weekly whole school assemblies to introduce a theme linking to SMSC and our school values which is then relayed throughout the week in lessons and weekly year group assemblies.

### **British Values**

We teach British values at the Hyde Park Schools throughout the curriculum and wider school, these include:

- ✦ The Rule of Law
- ✦ Democracy
- ✦ Individual Liberty
- ✦ Mutual Respect
- ✦ Tolerance for those of different faiths and beliefs

To do this our children will develop:

- ✦ An understanding of how citizens can influence decision-making through the democratic process.
- ✦ An understanding that the freedom to hold other faiths and beliefs is protected in law.
- ✦ An understanding that people having different faiths and beliefs (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour.
- ✦ An understanding of the importance of identifying and combating discrimination.

### **Inclusion**

Teachers set high expectations for every pupil. 'Going deeper' activities are available for all children for every lesson. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

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 in consultation with the child's parents. If a child has a special educational need or disability, our school does all it reasonably can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

We aim to be an effective school in which all pupils, whatever their educational needs or personal circumstances, experience a curriculum that is fully inclusive. We offer a curriculum that is broad, balanced and provides rich learning opportunities for all children to learn and achieve their full potential. We use key principles that relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges,
- Responding to pupils diverse learning needs,
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We have high expectations of all our children in an educational, social and behavioural capacity and we aim to provide positive role models.

If a child has a special need, our school does all it can to meet those individual needs. We take into consideration the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having additional needs the teacher informs the SENCO. The teacher begins to differentiate the work, informs the parent and completes a record of concern. 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 the child's needs require greater provision, we consider the next stage of support. We involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

Where necessary, staff work with the SENCO to write an IEP (Individual education plan) for any child that require it. EHCP are proposed in conjunction with outside agencies for specific children. These set out the

nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement so that we can review and monitor the progress of each child at regular intervals.

### **Monitoring arrangements**

Planning is monitored by the senior leadership, year group leaders and subject leaders to ensure that planning appropriately sequenced current and used as a working document. Frequent book looks and lesson drop ins are also carried out to ensure clear progression is evident in lessons and books. We ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking and feedback policy. They also ensure that Direct Improvement Time (DIT) is used for children to respond to marking and act upon any next steps that might be asked of them. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also audit and monitor the way in which resources are stored and managed. SLT and subject leaders' feedback to year groups or individuals about their monitoring, so that strengths can be shared amongst staff and development points acted upon.

### **The role of the subject leader**

The role of the subject leader is to:

- Provide a strategic lead and 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 subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books. The subject leader writes a yearly action plan, which is reviewed on a termly basis with SLT. All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

[See our EYFS policy for information on how our early years curriculum is delivered.](#)

### **Links with other policies**

This policy links to the following policies and procedures:

- › EYFS policy
- › Teaching and Learning Policy
- › Assessment Policy
- › SEN policy