



Wider Curriculum Policy

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced, enquiry based curriculum for all children
- Education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Support pupils' spiritual, moral, social and cultural development
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Develop pupils' independent learning skills and resilience, to equip them for further education and employment in the future
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

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](#).

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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 headteacher 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

3.2 Headteacher

The 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

3.3 Other staff

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

Ms C Woodhead is curriculum lead and is responsible for the organisation, progression and implementation of the wider curriculum to involve all subjects that are not core.

Mrs Zoe Bridge is responsible for English, reading, writing and phonics.

Mrs Sam Lumley is responsible for humanities

Mrs Emma Turnbull is responsible for maths

Mrs Kerry Carranza is responsible for Early Years Education

Mrs Sue Pumford is responsible for music

Mr Lewis Brooks is responsible for computing

Mrs Debbie Miles is responsible for science and art

Miss India Ward is responsible for P.E

Mrs Fretwell is responsible for R.E

Ms Taylor is responsible for D.T

4. Organisation and planning

Our curriculum is built upon 4 main curriculum drivers.

1. Community
2. Diversity
3. independence
4. possibilities

Each of these drivers is woven throughout our curriculum to promote and develop the whole school values and mission statement.

Our curriculum is topic based and thematic, based on a cross-curricular approach. Learning is built around a big question and the children's own questions relating to this. The children are encouraged to build independence and resilience for learning by conducting independent research often in groups using Kagan strategies.

Community and the local area is embedded throughout our curriculum with opportunities planned in for each year group to use the local area in their learning and support and involve community.

- Subjects are designed so that skills and knowledge can be progressively built upon throughout school. As a school we have developed a skills and knowledge progression grid for all subjects which are not taught directly from a scheme.

- Subjects taught through a scheme of work include:

Computing – Purple Mash, Music – Charanga R.E – Derbyshire and Derby City agreed syllabus for Religious Education (see R.E policy), SRE/PSHE –PSHE matters (see SRE policy) , English –Monster phonics , Headstart, spelling shed (See English/ Phonics policy)

- >see our SRE policy for information on how SRE is delivered

>As directed under new Ofsted guidance, September 2014, we at Hunloke Park Primary School take opportunities to actively promote British Values, defined by the government as the following:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Actively promoting also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. At Hunloke Park, values of tolerance and respect fill all areas of school life. This creates a climate within which pupils feel safe and secure and facilitates the fulfilment of potential. Pupil voice plays an integral part in driving the school forward and school rules at different levels are seen as the foundation upon which this can be achieved. The following are a selection of activities and external accreditations that are evidence of our commitment to British values.

- Year 5 and 6 mini leaders
 - Elected school parliament
 - The children elect a class councilor representative
 - A broad and balanced curriculum that teaches elements of democracy, civic responsibility, rules and laws, equality, citizenship, values and virtues, environmental awareness and understanding of other faiths
 - Learning about other faiths through specific R.E lessons
 - Visitors from other faiths and to a variety of places of worship
 - Positive behavior policy which encourages tolerance and mutual respect
 - Chance for voting and debate within sessions
- See the full British Values statement for further information

- The curriculum works on a 2 year cycle as often mixed year group classes need to be accommodated. The skills and progression grid for subjects is the basis for medium term plans and this translates into short term lesson planning – paper plans for short term and daily lessons are not expected to be produced

by staff as a measure to reduce workload. Lessons are directly planned onto SMART boards or PowerPoints

- A variety of physical resources, kept in an accessible central location, are available to teach the curriculum and a budget is set on an annual basis for additional resources that can be purchased by the school on the request of staff.
- Foundation subjects are assessed using teacher assessment throughout a lesson which is recorded on Target Tracker (an online assessment tool). Core subjects are formally assessed. (see core subject policies and assessment policy for further assessment information)
 - Spiritual, moral, social and cultural development
- Spiritual, moral, social and cultural development of our pupils is fundamental to the school experience. The PRIDE values displayed and acted upon throughout the school day are the foundation of this. Assemblies are planned to develop moral understanding and the R.E curriculum along with planned days for wellbeing and understanding mental health develop the spiritual aspects of our children. Cultural development is woven throughout the curriculum with a focus on diversity in all of its aspects and the importance of community ranging from our own school community to the village, town and global community.

>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 SEN
- 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 SEN policy and information report.

6. Monitoring arrangements

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

- School visits, meetings with the school council, discussions with children about their learning through taking part in deep dives, presentation from subject and curriculum leads during Full governors and curriculum governor meetings.

Subject leaders and the curriculum lead monitor the way their subject is taught throughout the school by:

- learning walks, book looks, pupil and staff voice and lesson observations.

Subject leaders and the curriculum lead also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the headteacher, curriculum lead and the teaching learning and SEND governors committee. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- SRE policy
- Science policy
- English, reading, writing and phonics policy
- Maths policy
- PE policy
- R.E policy