
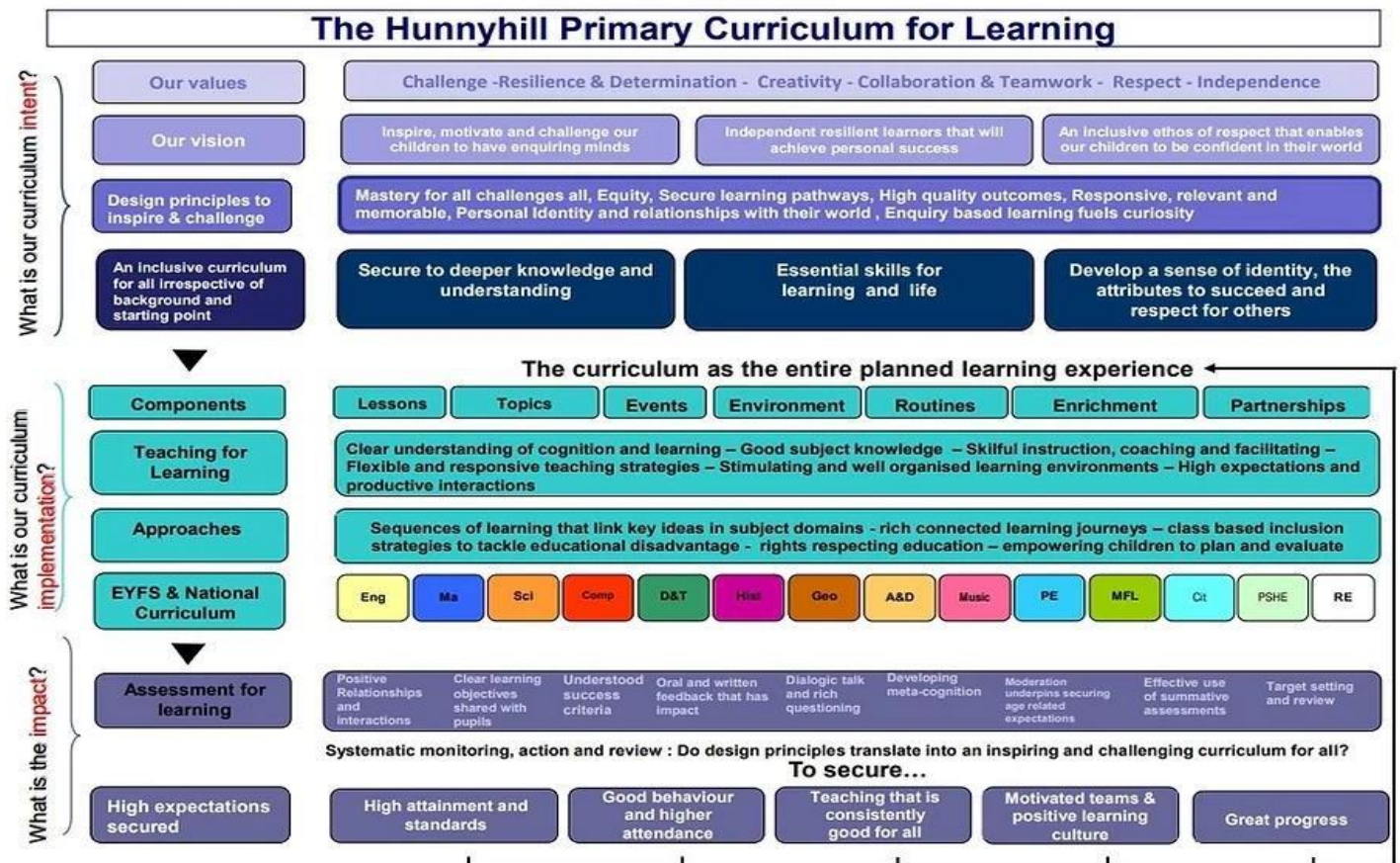




Date of Review	March 2025
Next Review Due	March 2026
Staff Responsibility	Headteacher
Notes / Source	
Signed by Chair of Governors	

### Curriculum, Teaching and Learning Policy

At Hunnyhill our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an inclusive school which prepares our pupils to be confident and happy citizens.



## **Intent**

At Hunnyhill Primary School, we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. Our core values are at the heart of our curriculum and we intend that all children should enjoy their learning, achieve their potential and become independent life-long learners who have determination and resilience to succeed. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will aim to nurture creative, enquiring minds, stretch the imagination and provide opportunities for every child to discover their particular talents and achieve personal success. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things and develop a sense of identity.

## **Curriculum aims**

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote fundamental British values.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning with high expectations and positive interactions.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide children with an inspiring and enquiry-based curriculum to promote creativity and a thirst for learning.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

## **Implementation**

At Hunnyhill, we implement the National Curriculum for England and the EYFS framework for pupils in our pre-school and reception years.

The acquisition of knowledge and the development of skills is carefully planned to create purposeful and exciting learning journeys through subjects, individual lessons, events, enrichment and a purposeful learning environment. Sequences of learning are planned that link key ideas in subject domains. Teachers plan and tailor learning journeys and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point. Our marking and feedback policy provides opportunities for children to reflect on their learning and think deeply and carefully about their feedback in order for them to evaluate their own learning.

## **Teaching for Learning**

Quality first inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing a child's progress:

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Consideration of prior knowledge and experiences, building upon this in a systematic way.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

## **Roles and Responsibilities**

The school governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The school governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

## **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.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

## **All staff**

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

## **Approaches to Implementation**

Subject leaders, working alongside classroom teachers, have created progression maps for learning, which build upon prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school.

Subject leaders are responsible for providing strategic leadership and direction in their subject. They support and offer advice to colleagues and monitor progress within their subject where appropriate, ensuring efficient resources are allocated. Subject leaders ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible.

Class teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues
- Collaborating with the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

## **Learning environment**

Organisation of the classroom/learning environment is adapted to the children's learning needs;

- The use of learning resources is organised and developed to allow children to work independently and successfully;
- Where appropriate, effective use of other spaces is made: 'the outdoor classroom', Computer suite, hall space;
- Displays are used to celebrate children's work, learning walls and the knowledge the pupils have gained.

## **Inclusion**

Teachers set high expectations for all pupils using 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)

## **Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Learning walks
- Link governor to subject areas
- Governor meetings

Subject leaders provide a strategic lead and direction for their own subject. They monitor the way their subject is taught throughout the school to plan improvement by:

- Learning walks
- Monitoring planning
- Pupil progress
- Book Looks
- Pupil voice
- CPD/ Staff updates

### **Extra-curricular activities**

At Hunnyhill we offer pupils a range of extra-curricular clubs, trips and activities to enhance their academic learning and personal development.

Extra-curricular clubs and activities occur outside school hours.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

### **Legislation and guidance**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

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.

### **Impact**

The impact of our curriculum will be measured by how effectively it helps our pupils to develop as individuals who embody our values and learning behaviours and carry with them the knowledge, skills and attitudes which will make them lifelong learners and prepared for life in the next stage of their education, in modern Britain and in the wider world.

The main source of impact will remain the quality and breadth of work produced to ensure it matches to planning and is sequential, developing knowledge and skills. Teachers continually use assessment for learning of the children's responses and the work they produce to measure impact. Children will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a love for learning. The children will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for others. Our children will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds