



"For Every Child to reach their potential and live life in all its fullness." John 10:10.

Policy: Curriculum Overview – Quality of Education

Policy Written: September 2020

Policy Review: September 2021

Policy Amendments:

Date	Amendment

Intent:

At Hindsford CofE Primary School, it is our intent that the design of the Curriculum:

- a. Ensures that the children participate and engage in a full curriculum.
- b. Recognises the children’s prior learning and builds on this during a lesson, over a unit of work and overtime.
- c. Supports the children in remembering and recalling the long-term content of the curriculum.
- d. Promotes the skills of a good learner so that the children become confident, resilient, curious and investigative learners.
- e. Encourages the children to have a positive attitude to learning.
- f. Teaches the children about the modern world and how to be good citizen within this.
- g. Supports the children’s spiritual development and mental health and well-being.
- h. Provides first hand learning experiences to inspire and engage the children in new learning and encourage them to try new things.
- i. Celebrates the uniqueness in every learner and celebrate both their personal and academic achievements in all subjects.
- j. Strives to ensure that all learners reach their potential in all subjects.
- k. Ensures that all learners are given the cultural capital they need to succeed in life beyond Hindsford.

Implementation:

For each statement in the intent above, there is an explanation of how the school will ensure that this will be successfully achieved.

Intent Statement a: Ensures that the children participate and engage in a full curriculum.

The school has carefully constructed a timetable to ensure that all subjects within the Curriculum receive an appropriate amount of coverage as well as meets the needs of children – For example: The time allocated to English & Maths is more heavily weighted with additional sessions timetabled for reading, handwriting, spelling and the practising of mathematics basic skills. This is due to these areas being a focus of the school in securing good attainment and progress for the children and the support that they offer to learning in other subjects.

English = x5 1-hour lessons per week.

Discrete Spelling = x4 half an hour lessons per week.

Discrete Handwriting = The amount of these per lessons per week is at the discretion of the class teacher depending on the skills of the children in the class.

Reading for Pleasure / Silent Reading / Storytime = x5 15-minute sessions per week.

Maths = x5 1-hour lessons per week.

Timetables Practise = At least x2 15-minute sessions per week depending on the skills of the children.

Science = x1 1-hour lesson per week in KS1 & x1 2-hour lesson per week in KS2.

DT & Art = These are taught in alternative half term blocks of x1 one-hour lesson per week. In addition to x3 DT Days and x3 Art Days each year.

History & Geography = These are taught in alternative half term blocks of x1 one-hour lessons per week.

RE = x1 hour lesson per week.

Collective Worship = x20 minute sessions per week.

PSHE = x1 30-minute sessions per week and x6 PSHE Days each year.

IT = x1 2-hour lesson per week.

PE = x1 1½-hour lesson per week and x5 10 minutes Active Time each day.

Intent Statement b: Recognises the children’s prior learning and builds on this during a lesson, over a unit of work and overtime.

With regard to building on prior learning over a unit of work and overtime, for each subject the school has written its own progression in knowledge/skills map which can be found in Appendix 1.

This ensures that the lesson objectives set within each unit of work is set at the appropriate level for the age and ability of the pupil. It also ensures that these objectives progressively flow from what the child has previously learnt to what they are going to learn in the future.

A copy of the long-term plans for all subjects can be found in Appendix 2.

This progression is embedded further by the school opting to use a knowledge organiser at the start of each unit of work.

In the subjects Reading, Writing & Maths, the progression in learning is set out in the school’s Scheme of Work which consists of the National Curriculum Objectives. These can be found in Appendix 3a – Reading, 3b – Writing & 3c – Maths

In the subjects Science, Geography, History & RE, the knowledge organiser is placed in the children’s book for the child to review their prior, current and future learning at the start and end of the unit. The image below shows the layout and content of this organiser.

Geography – Year 5 – Investigating the UK Part 2		
Learning Objectives		
By Year 5, I learn that:		
- I live in the UK.		
By Year 5, I learn that:		
- I can identify the location of the UK on a world map, the location of the four countries and capital cities of the UK.		
- I can name the different countries, boroughs and towns/cities in the UK.		
- I can read a map to identify neighbouring boroughs, and counties of where I live in the UK.		
- I can learn about the population in the UK.		
- I can carry out research into different rural, coastal and urban towns and locate these on a map of the UK.		
- I can describe the location of these areas and compare them on a map of the UK.		
- I can make comparisons between these three different types of areas.		
Key Terms	Key Definitions	Vocabulary
Country	A country is one of the several very large landmasses.	A country is a geographical region of a country, often used for administrative purposes.
County	A country is land that has its own government.	A borough is a district/city of a given country.
Borough	A town is a settlement or area with residents, shops, amenities and its own local government.	A town is a settlement or area with residents, shops, amenities and its own local government.
Town	A town is a settlement or area with residents, shops, amenities and its own local government.	A borough is a district/city of a given country.
Grid Reference	An Ordnance Survey map is a detailed map produced by the British or Irish Government.	A compass is an instrument containing a magnetised pointer which shows the direction of magnetic north.
Ordnance Survey Map	An Ordnance Survey map is a detailed map produced by the British or Irish Government.	A grid reference is made up of numbers or letters which give you the exact location of a feature/object on a map linked to the vertical and horizontal lines drawn on the map.
Physical Features	Physical features are natural features created by the Earth.	Population is the number of people that live in or occupy a place.
Human Features	Human features are man-made features created by the Earth.	Coastal Area is a coastal area in which the land meets the sea – coastline or seashore.
Urban Area	An urban area is an area with a high population density and infrastructure of a built environment.	Rural Area is an area of countryside located outside towns and cities.

The top row of the organiser has the learning objectives for the unit being taught.

The first column has the learning objectives that have been previously taught in different year groups.

The second column will have the learning objectives that will be taught in the future.

The last two columns will be linked vocabulary and definitions for these words.

In the subjects Art & DT, the knowledge organiser is also placed in the child’s book but is presented slightly different but with a similar content.

Printmaking		
	<ul style="list-style-type: none"> To look at an artist's work and discuss my feelings. To develop close observation skills using a variety of media and a range of mark-making techniques and shading. To create printing blocks by etching or relief printing using relief or intaglio methods. To create more prints considering design, colour and tone used. To create a final design for a print showing an awareness of the artist's original work and composition. To discuss and review one and others work, expressing thoughts and feelings. 	
Process Skills		
recent ideas	printed printing	create printing
blocks	create more prints	organising
relief printing	relief and intaglio printing	completed
new skills		
close observation skills		reduced printing process
Associated Artists		

For Music, **PSHE** & **PE**, as the children do not have individual books in these subjects, the knowledge organiser is placed in a class diary.

With regard to building on prior learning during a lesson, below are the statements set out in the school’s Teaching & Learning Policy

- All lessons will follow the **review, teach, practise, apply and recap** approach to teaching & learning.
- Each lesson will offer **good teacher modelling** with the use of **good quality resources** and high standards of **examples of work**.
- Teacher talk will be minimal** in the classroom and the environment will be set up to promote both **a collaborative and independent approach to learning**.

- d) All lessons will focus on **learning and progress** with the learning focus being **clear** and **in-line with national standards.**
- e) Teachers will not provide planning for lessons but they are expected to follow the **long-term plans** set out for each subject in the Curriculum.
- f) Teachers will have **good subject knowledge** so that they are able to challenge learning through **higher level questioning.**



Within this policy, it clearly states that each lesson will begin with a review. This means that teachers should:

- If the lesson is the first lesson within the unit, revisit what has been previously taught in other year groups via the knowledge organiser.
- If the lesson is within a series of lessons, recap over what has been taught within the unit so far.

The review aspect of the lesson should take the form of:

- If the lesson is the last lesson within the unit, summarise the learning of this unit and add to the class diary, if there is one for this subject.
- If the lesson is within a series of lessons, recap at the end of the lessons what has been taught.

Therefore, if a visitor was to observe a lesson, they should see this beginning with a review and ending with a recap.

Intent Statement c: Supports the children in remembering and recalling the long-term content of the curriculum

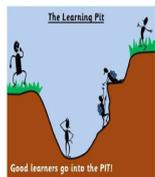
The school has several systems in place to help with the remembering and recalling the long-term content of the curriculum. These are listed below:

- As previously mentioned, each subject will have a knowledge organiser which will be used to remind the children of their prior learning in previous year groups.
- Each lesson will begin with a review and end with a recap session.
- In the classroom for the subjects Maths, English, History, Geography & Science there will be a working wall which will display previous learning, current learning and future learning on this wall. For the subjects that do not have a working wall, there will be a class diary with this information in.
- Subject Leaders will once every half term, meet with a small group of children to ask them questions about the curriculum and feedback any gaps in knowledge and understanding that has come out of this question and answer session.

Intent Statement d: Promotes the skills of a good learning so that the children become confident, resilient, curious and investigative learners.



To promote the skills of a good learning the school has a marking system which is centred around the phrase 'Pink Makes You Think.' The children are aware that if they see pink in their work, this is to help challenge them to learn more by learning from their mistakes or challenging their thinking.



The school also teaches the children about being in the 'Learning Pit' and that to get out of the learning pit, they would need to persevere and use the resources around them to. In addition, the children are given many opportunities to discuss the feelings that are attached to being in the learning pit at different points.

The skills of a good learner are promoted via the characteristics of a good learner being promoted across the school. These are to:



- Use your eyes, ears and brain to look, listen and think about what is being taught – (Critical Thinker)
- Use your mouth to ask questions and find out more. (Explorer)
- Use your feet to take a step forward and 'Have a Go!' (Active Learner)
- Use your nose to be curious. (Inquisitive Learner)
- Use your arms to be strong and persevere when you find things hard.



The school's vision is for every child to reach their potential and live life in all its fullness. This vision is about the children working hard and being confident that they reached their potential as a result of this.

Intent Statement e: Encourages the children to have a positive attitude to learning.

As a school, we take great pride in the effort that we take to celebrate the children's work and promote a good attitude to learning.

In the school's Behaviour Policy, there are many rewards identified that the school actively uses to encourage and promote a good attitude to learning. These are as follows:

- Stickers
- Verbal Praise
- Stripy Book
- Dojos & Bronze/Silver & Good Certificates
- Celebration Work Wall in each classroom
- Postcards Home
- House Points
- Well Done Blog & Facebook
- Wow! Board

The pink makes you think is also successful in promoting a positive attitude to correcting mistakes and being challenged.

Each week, one child in each class is rewarded with a characterises of a learner certificate This is rewarded for the child showing on these important skills of being a good learner – Critical Thinker, Inquisitive Learner, Question Explorer, Active Learner & Perseverance Champion

Intent Statement f: Teaches the children about the modern world and how to be good citizen within this.

As a school, we have 7 school Christians values which we as our behaviour rules.



Each half term, the school explores the meaning of one or two of these values and talk about the importance of them in both the Christian faith and society.

In addition, the children learn about the Fundamental British Values and each year engage in a week learning specifically about these values as well as linking them during the weekly Picture News Worship and their everyday behaviour and actions in both school and the community. The British Values are also explored further in subjects such as PSHE and History.

The weekly Picture News Worship is successful in teaching the children about what is happening in the world and will often lead to detailed discussions and debates about this.

The school celebrates the children displaying acts of kindness in the community. This includes any charity work that they carry out and community projects. Every Friday, the children have the opportunity to share

this with the rest of the school during the Celebration Worship. Through-out the year, the school also carries out at least four charity or community projects per term which is often led by the children's suggestions.

Clubs such as the Eco Warriors, Worship Council, Team Captains and Safety Squad (Including IT) and **Healthy Schools Squad** also contribute to the teaching of the modern world and some of the key issues present within this.

Intent Statement g: Supports the children's spiritual development and mental health and well-being.

As previously mentioned, the school teaches and promotes the school values which are at the heart of the Christian Faith and the children's spiritual development.

Within the timetable there is a Worship each day for children to explore aspects of these values and reflect spiritually on what this means to them. These are also explored regularly during RE and PSHE Lessons.

In each classroom and communal areas, there are reflections areas which the children can use to be with God or reflect on their relationship with God. Children can voluntarily place their prayers and thoughts in this area for them to be explored further.

The teaching within both RE lessons and Worships the children being asking questions for them to think about rather than giving them answers. This also encourages the children about what they believe in rather than their peers or the school.

With regard to mental health, each year the school holds a mental health week which teaches the children how to have a happy and healthy mind. This is then re-visited through-out the year when required.

In each class, the school has a zones of regulation chart that the children use let the class teacher how they are feeling – Happy, Sad, Angry or Frustrated. Each class participate in regular sessions that teaches them how to self-regulate depending on how they are feeling.

The school also runs several individual and small group intervention sessions to support children with their mental health and well-being on a deeper level. These are as follows:

- The school employs a Learning Mentor who offers coaching and mentoring to identified individuals that may need additional support.
- The school employs a councillor who provide specialist council to any identified pupil requiring this.
- The school has a sensory room, which specific children are issued with a pass to use if they require this.
- Each class has a small group of children who participate in a weekly self-esteem group.
- The school employs a sensory specialist who provides 1:1 session each week to children who would benefit from this.
- The school work closely with CAHMS and other outside agencies so that children with individual needs receive the correct level of support.
- The school operates a small group breakfast/nurture club which allows individual children time to relax and a member of staff to talk to before starting the school day.
- The school offer a Guardian Angel programme to children who require 1:1 support to discuss their problems or worries privately each week.
- The school offer a pyramid club which runs afterschool for any child that would benefit from this.

The Healthy Schools Squad work hard through-out the year to promote the benefits of healthy eating, exercise, drinking water and living a healthy lifestyle.

Intent Statement h - Provides first hand learning experiences to inspire and engage the children in new learning and encourage them to try new things.

The school recognises that not all the children have the same experiences in life and therefore may be at a disadvantage with regard to using this experience to support them with their learning.

As a result of this, the school runs a 'Little Moments, Big Memories' programme which consists of the children being given a passport when they come into Hindsford and then throughout their time at

Hindsford they complete the 30 experiences listed in this passport such as: visit a castle or museum, stay overnight etc. When mapping out the long-term plan for the Curriculum these experiences have been considered with regards to the school trips that are offered each year.

In addition, the school is a member of ATSA (Atherton & Tyldesley Sports Association) which offers sporting experiences and competition through-out the year to different year groups. This presents the children with opportunities to not only participate in a possible new sport but also gain the experience of competing against others.

The school is also a member of ATCA (Atherton & Tyldesley Curriculum Association) which offers Curriculum based experiences and competitions within English, Maths, Art, Science, Music & PSHE (Debate) in a similar format as ATSA.

As a Christian school, the children have regular opportunities to visit the school's church and experience being in a church building and meeting members of the Church parish.

For experiences that the children have had outside of the school, there is time allocated at the end of the Celebration Worship each week for them to share their experiences and achievements in their area of interest.

The school's vision of living life in all its fullness, also promotes this concept of embracing the world that God has given to us and enjoying life and new experiences.

Intent Statement i: Celebrates the uniqueness in every learner and welcome both their personal and academic achievements in all subjects.

The school promotes the uniqueness of every pupil in a number of different ways. As a Christian school, we refer to the Bible phrase: 'You Are So Special and Unique, God made you with a Plan and a Purpose.' And celebrate our differences.

The school vision for every child to reach their potential also indicates that all children are different but can achieve in their own way.

Within the PSHE Curriculum there are many teaching sessions which look at the importance of children being individuals and respecting each other and all of their strengths and contributions. This is re-enforced every year during anti-bullying week.

During Celebration g Worship each week, the children are invited to share their own achievements in the hobbies and clubs that they attend outside of school.

Intent Statement j: Strives to ensure that all learners reach their potential in all subjects.

To ensure that the children reach their full potential in all areas of school life, for every subject there is an assessment process which is identified in each Curriculum Policy. This takes the form of either a formal assessment at the end of the unit or teacher led assessment linked to the learning objectives for that unit.

Results from these assessments are analysed and looked at by the subject co-ordinator and challenged if results are below the expected requirement. Individual pupils and groups of pupils are also discussed in a pupil progress staff meeting each half term. Where necessary, intervention is implemented for children on an individual or group basis. Re-teaching of objectives on a class basis may also be undertaken or a change of timetable to accommodate the class needs.

The process outlined above therefore ensures that the children are continually being encourage and challenged to meet their potential.

Intent Statement k: Ensures that all learners are given the cultural capital they need to succeed in life beyond Hindsford.

The school defines cultural capital as the accumulation of knowledge, behaviours and skills that they can draw upon to be successful in society and the world of work.

To do this, the school will:

- Work hard so that the majority of children leave school with a standard/secure level in Reading, Writing & Maths, which will support them with their future studies.
- Ensure that the IT Curriculum offers them the appropriate content to prepare the children for the modern world of technology that we live in today.
- Offer regular opportunities for children to engage with real-life problem-solving work in subjects such as Maths & DT (Including an annual enterprise week, which develops essential skills such as planning, budgeting, managing, problem solving & evaluation)
- Provide opportunities during lessons for the children to work both individually and collaboratively so that they develop teamwork and leadership skills, which will serve them well in the modern world.
- Ensure that the subjects PSHE, PE and Science teaches the children about their body and changes that occur to their body as they grow, how to be healthy and how to manage their emotions etc.
- Guarantee that the child protection programme ensures that the children are aware of how to stay safe in different situations i.e. personal space, peer pressure, anti-bullying etc.
- Offer additional intervention to pupils requiring emotional support such as anger management, building self-esteem, counselling so that they have the individual skills to manage this independently when not in school.
- Ensure that the school's behaviour policy teaches the children about boundaries and making the right choices. Also, consequences for wrong choices.
- Promote good punctuality & attendance so that the importance of time keeping and reliability is instilled within them.
- Ensure that the Fundamental British Values and the RE curriculum teaches children about the importance of respecting other faiths and cultures within modern society.
- Provide the children with guidance via the school's uniform policy about appropriate dress in different situations.
- Teach the children about being a good role model and allow them to experience being in a position of responsibility by offering leadership roles such as being a Team Captain, Worship Councillor, Healthy Squad Member, Safety Squad Member etc.
- Raise aspirations by celebrating success, introducing the children to positive role models and people in society and educating them on different job roles in society and qualifications/skills required for these roles.
- Provide the children with effective transition programmes for Reception (Inspire Programme) & Year 6 (Highschool Transition Programme) and transition each year to their new year group so that they learn the necessary skills to adapt to change and movement within their life journey.
- Allow children to become more independent and gain experience of living away from home by offering some residential trips during their time at school.

Impact:

The intended impact of the school Curriculum is for the school to fulfil its vision and school motto which are:

'For every child to reach their potential and live life in all its fullness.'

and

'Our best, always everywhere.'

This will be critical in supporting the children of Hindsford to develop in all areas of their development so that they become a respectful, responsible and successful citizen in society.

