



## Our Curriculum Policy

### Learning to live! Living to Learn!

Inspired by our founder Mary Gibbon, we are a welcoming, nurturing community, providing the opportunity for each person to recognise and fulfil their God given gifts and abilities. Through a creative, inclusive curriculum, we inspire all to be lifelong learners, equipped with the skills needed to be thankful, generous members of society.

#### Our Bible Narratives:

The Bible narratives referencing God/Jesus as: 'The Good Shepherd,' come from both the New and Old Testament.

#### Our Values governing our every day school life

Our Christian School Values are: Friendship, Forgiveness, Peace, Trust and Thankfulness

**Friendship:** As the Good Shepherd cares for every member of the flock, we live together in friendship. In learning to live, we accept that not every person may be our friend and at times, we may, like the Lost Sheep, lose our way. Despite our difficulties, we are all still members of the same flock. We care for each other and treat others in the way we would like to be treated ourselves.

**Forgiveness:** In order to live in friendship, we must learn forgiveness. We recognise that in living together, we will make mistakes. We understand that to live in friendship with each other, we must learn to forgive each other, in the same way that God forgives us:

"forgive each other, just as in Christ God forgave you."

We teach that we learn from our mistakes. By forgiving others, we ensure that we live in friendship:

"Be kind and compassionate to one another, **forgiving** each other, just as in Christ God forgave you."

**Peace:** When living in friendship with each other and learning to forgive each other, we experience peace. This learning extends beyond our school community in to society. To live in a peaceful world, we need to cascade friendship and forgiveness.

**Trust:** As the sheep trust the shepherd to take care of them, we learn that Christians believe God takes care of us. Our school community is a safe environment where all can flourish. Children and parents trust staff to provide a nurturing, caring and safe environment where all can fulfil their God given gifts and abilities. Children, parents and staff trust the leadership of the school to ensure their safety in an environment whereby everyone can thrive. In the same way that a shepherd protects sheep from all harm and danger, the school does likewise for its members.

**Thankfulness:** Just as a sheep is thankful for the safety of a rich environment, so too are we thankful for our school community and all that it offers. We learn to be outward looking, thinking about 'we', as opposed to 'me'. We try in all things to 'give thanks,' to be grateful for what we have and to give to others less fortunate than ourselves. We seek to serve and extend this learning in to a wider world, learning to live!



## Introduction

At Hartlip Endowed CEP School, pupils and their families can expect a high-quality, broad, balanced, enriching and meaningful curriculum. As stated in the Primary National Curriculum (2014), we must offer a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our inclusive curriculum is designed and planned each and every year by Class teachers and Senior Leaders.

We look at our cohorts, what motivates them and the context and create a curriculum which is bespoke to the needs of our learners providing the opportunities for each pupil to recognise and fulfil their God given gifts and abilities through all elements of the Primary National Curriculum, EYFS Framework, as well as core RE learning and RHE/RSE.

## Aims and objectives

At Hartlip, we recognise that our curriculum is more than just a set of objectives to work towards. Our Learning to Live, Living to Learn statement drives our curriculum. Learning is integral to all aspects of life.

We are determined to provide all pupils with a full curriculum which will allow learners to recognise their full potential.

Our objectives are:

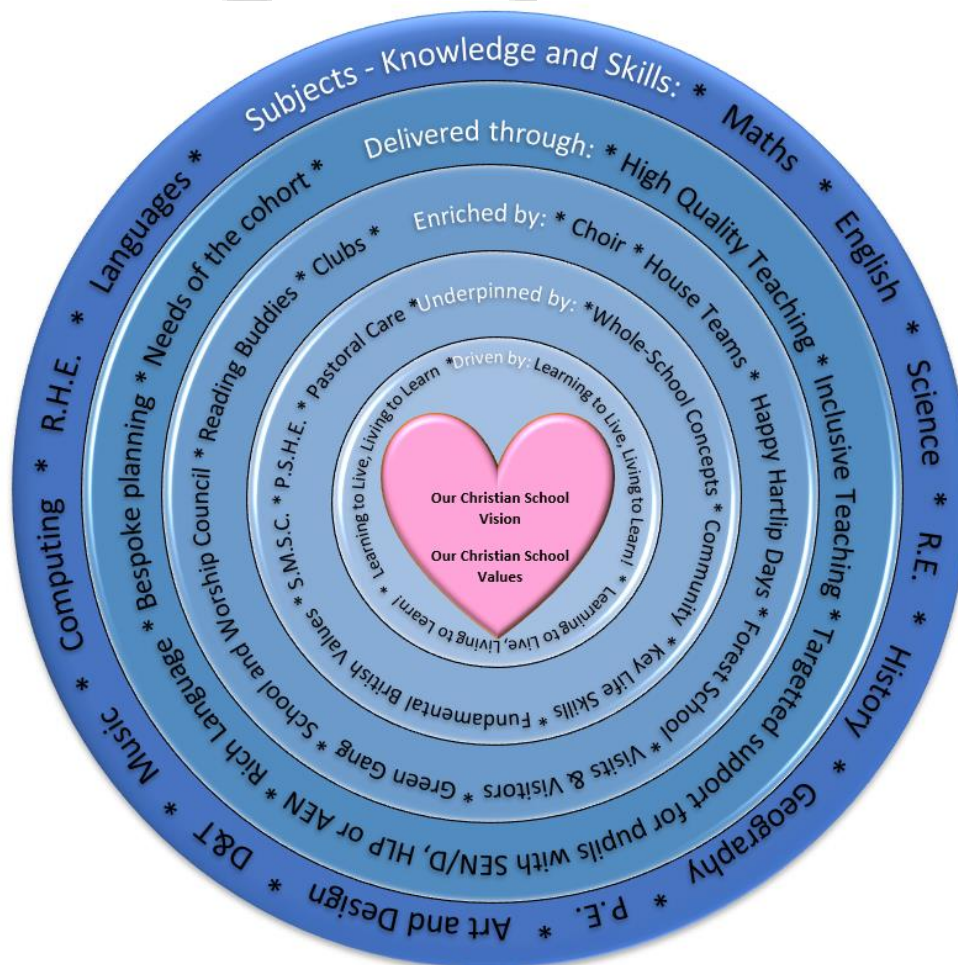
- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils to develop knowledge and skills to be Good Shepherds and help all those who may be lost.
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- 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
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- For EYFS: Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1



## Our Curriculum

At the heart of our curriculum, you will find the Heart of Hartlip: our strong, unstinting core. Our core holds our Christian School Vision of The Good Shepherd and the Lost Sheep, and our Christian School Values of Trust, Peace, Friendship, Forgiveness and Thankfulness. Our vision ensures that no-one is lost or left behind – no lost sheep. It helps us all to become Good Shepherds in our school, our locality, our country and our world. This core is driven by our 'Learning to Live, Living to Learn' statement.

The Curriculum is built around the core. The Subjects we teach form the broad outer layer. These are the delivered, enriched and underpinned by other concepts and skills as you get closer to the core.



### Learning to Live, Living to Learn – Our Whole School Concepts

Our Christian Vision and Values are at the heart of our curriculum whereas 'Learning to Live, Living to Learn' is the lungs – it is in the air we breathe at school and we breath this in to all that we do.

Driven by our 'Living to Learn, Learning to Live' statement, each seasonal term, across the school, an overarching key concept is focussed on: **Our Locality, Our UK and Our World**. With these concepts, we can ensure pupils learn to live and live to learn not just within our own school but in our area and our world too.



These overarching concepts provide meaning for pupils within our learning, giving pupils a deeper understanding of our locality, curriculum subjects through an understanding of British culture and finally, a broad understanding of our world. These overarching concepts provide a continuous link back to our Christian School Vision- We aim for pupils to be **Good Shepherds** in our school, our locality, our country and our world and learn the skills to **help all those who may be lost**.

Within each term, we have a set of sub-concepts. These can be values, themes, issues or life skills. Each year these sub-concepts are chosen based on the needs of the current cohorts as well as wider issues in the locality/UK/World.

This focus is through everything we do, from lessons in all subjects, to Collective Worship and Enrichment activities.

Terms may consist of some or all of the following:

- 1) An overarching concept: Our Locality, Our UK, Our World.
- 2) A School Christian Value / The School Christian Vision
- 3) The Heartsmart Theme (RHE curriculum)
- 4) A key life skill
- 5) A fundamental British Value

<b>'Learning to Live, Living to Learn' Concepts</b> (For current cycles: 2021-2023)					
Autumn: Our Locality		Spring: Our UK		Summer: Our World	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> <li>➤ Our Christian School Vision</li> <li>➤ Get Heartsmart</li> <li>➤ Creativity</li> <li>➤ Democracy</li> </ul>	<ul style="list-style-type: none"> <li>➤ People and community</li> <li>➤ Friendship</li> <li>➤ Too much selfie isn't healthy</li> <li>➤ Empathy</li> <li>➤ Founder's Day</li> </ul>	<ul style="list-style-type: none"> <li>➤ Resilience</li> <li>➤ Trust</li> <li>➤ Don't forget to let love in</li> <li>➤ Rule of Law</li> </ul>	<ul style="list-style-type: none"> <li>➤ Forgiveness</li> <li>➤ Problem-solving</li> <li>➤ Don't hold on to what is wrong</li> <li>➤ Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Communication</li> <li>➤ Environment</li> <li>➤ Thankfulness</li> <li>➤ Fake is a mistake</li> <li>➤ Mutual Respect</li> </ul>	<ul style="list-style-type: none"> <li>➤ Peace</li> <li>➤ No way through isn't true</li> <li>➤ Thinking</li> <li>➤ Individual Liberty</li> <li>➤ World sporting events</li> </ul>

- 6) An issue or current theme

## Teaching and Learning

### Progression and Planning

Curriculum Progression Maps are in place for all curriculum subjects, identifying the key knowledge and skills taught each year, key vocabulary and where these fit in to the Key Stage. These grids support teacher's planning for the year and for each term across every subject. The Learning to Live, Living to Learn Concepts link throughout each subject Map.

The Maps also highlight key end points for each phase.

Teacher's and Senior Leaders plan the Curriculum Map each year and teacher's plan in more detail for each term, looking at how the learning will progress over the course of a term in each subject and how the learning can be further enriched. We follow a 2-year cycle due to our mixed-age classes – Cycle A and Cycle B. The

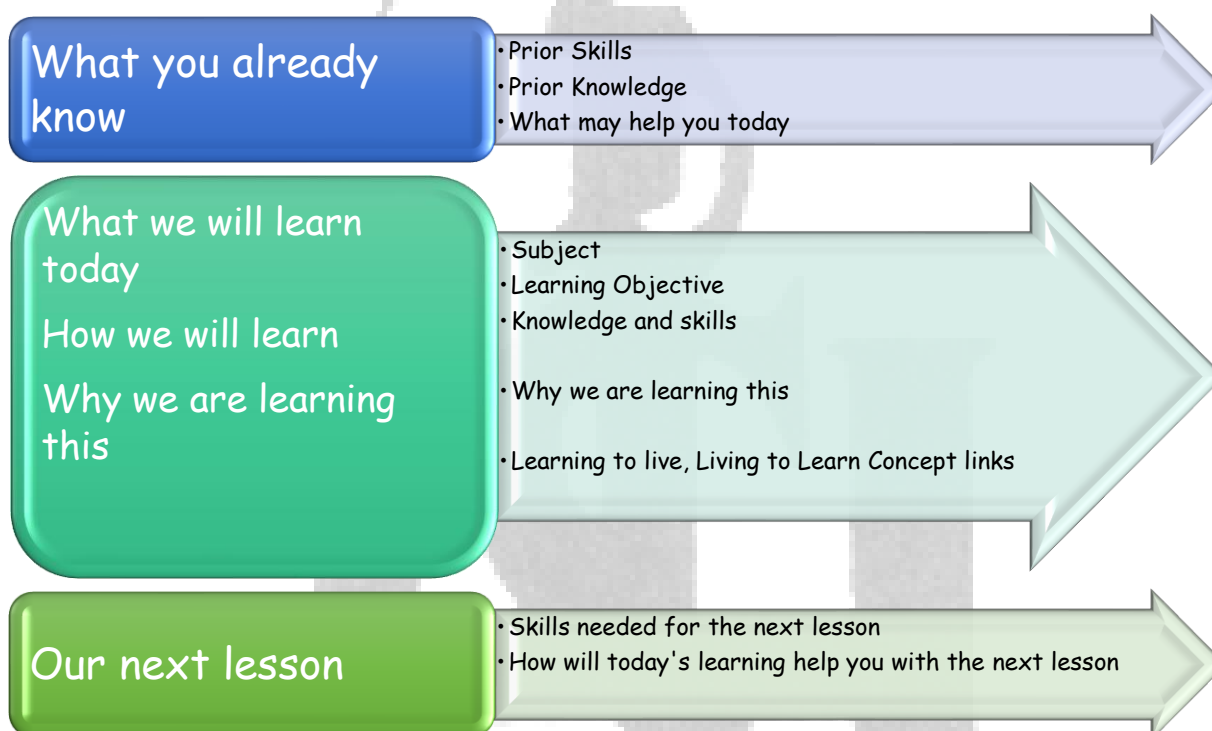




topics and themes within our maps may change each time we return to a cycle, but the key knowledge and skills taught will remain the same as they follow the Primary National Curriculum.

We teach an enquiry-based curriculum – starting each new topic or theme with an overall Enquiry Question and then proceeding with learning questions within each lesson. Pupils work with the teacher on deciding what these questions are. This model gives the pupils ownership of their learning, which increases engagement. Investigation skills are utilised through enquiry, which is a key factor in many curriculum subjects.

In every lesson, teachers share with the pupils what they are learning – knowledge and skills, how they are learning this, why they are learning this, prior learning which may help them and what they will learn in future lessons. They also will demonstrate how one or more of the concepts links to the lesson.



### Our Timetable

Our timetable is carefully designed to provide opportunities for breadth of learning as well as the time to build deep skills and knowledge. We continually reflect on our timetable design and make changes to improve when necessary.

We believe in a 'gimmick free' approach to timetabling. Our subjects are taught through a blend of cross curricular links as well as discrete learning. We do not force subjects in to topics – they only link if they benefit the learning to do so. This is also true of our English and Maths Curriculum, which often stand apart from other subjects and concepts due to the high level of skills and knowledge required.

As a Church of England School, R.E. is one of our most important subjects, along with reading, writing and maths. We therefore teach this across the school on a Friday morning. On this morning, we also teach our RHE curriculum, giving this important subject key time within the week.



On the other mornings, we focus on our English and Maths skills, including reading, phonics, spellings, handwriting and times tables. Our day now starts at 8.30 for many pupils, giving plenty of learning time in the morning. Reading is a core part of the day and occurs through Guided Reading and English lessons.

Our afternoons are as creative and practical as possible, teaching curriculum subjects such as Science and the foundation subjects. On a Friday afternoon, pupils have the opportunity to engage in a variety of enrichment activities such as Worship Council, Green Gang and Reading Buddies. Running these activities on a Friday afternoon, enables uninterrupted time in the other afternoons for curriculum subjects. Teacher's all have their PPA during this afternoon too, meaning all curriculum subjects are taught by the class teacher.

Every class has one 'active' day each week, where they come to school in their active/PE uniform. On this day, as well as having their PE lesson, pupils have the opportunity to learn in an active way in other lessons too, such as active maths.

Music is taught by a specialist music teacher and every cohort has a lesson each week. Class Teachers attend these lessons as CPD. French is also taught across the school by a TA who is a native French speaker.

Once a week every class holds a class circle time, following the 'quality circle time' Jenny Mosely model. This provides pupils with the time to talk and be listened to within a safe forum.

Every day, every pupil engages in Collective Worship, a daily writing activity, reading, handwriting practice, the Daily Mile, a class reflection and the zones of regulation. We also make time for frequent learning breaks between lessons so pupils can have drink and stretch their legs. These are only for a few minutes. Some pupils also engage daily in Sensory Circuits before commencing with lesson time.

For some pupils, they received targeted support or specific interventions. These take place throughout the day but are thoughtfully planned to ensure pupils' do not continually miss the same subject or activity. Many of these are time specific and run for six weeks at a time. Pre-teaching activities also take place every day for some pupils.

### Our Enrichment Offer

We are proud of the Enrichment activities we offer at Hartlip which enhance our curriculum. Some enrichment activities link to our subject knowledge and skills and others link to whole school concepts such as life skills and values.

Friday afternoons are an Enrichment afternoon with our Green Gang club, Worship Council and School Council meetings taking place. In our outside environment we have growing boxes which the Green Gang Club work on as well as other Green activities. The Worship Council have responsibilities for monitoring Collective Worship each day as well as supporting the Headteacher with Collective Worship duties.

We have House Teams to which all pupils and members of staff belong to. House points can be awarded and the winning house is celebrated each week in our Celebration Worship, and at the end of every term and year where a trophy is awarded. All staff and pupils also engage in 'Huff Puff' where they collect Huff Puff active minutes. These are then added up, awarded and celebrated in Celebration Worship.

At the end of each term, pupils engage in two enrichment days consecutively; Happy Hartlip Day and Forest School. Each term there is a focus for the Happy Hartlip Day linking to the whole school termly concepts, such as a community or creative theme. This day provides opportunities for learning new skills as well as having fun. Forest School is planned by the class teacher and will include activities linked to the terms learning as well as the termly concepts.



Our pupils in Eagles class have the opportunity for residential trips and every class will take part in several school trips a year to enhance their learning. We also invite visitors in.

We hold special weeks and days across the school year, such as our 'Founder's Day', Vision Week, Spirited Arts Week and Book Day.

Our Choir is led by our Specialist Music Teacher and our Headteacher. Any pupil in upper KS2 is welcome to join. The Choir take part in numerous events across the year as well as Church Worship and School events.

## The Assessment Cycle

Target Tracker is used as a formative assessment tool in the majority of curriculum subjects. Teachers regularly update the grids with assessment information gathered from lessons. At the end of each term, teachers use their ongoing assessment information, as well as any specific assessments to make a summative assessment on Target Tracker.

Reading, writing and maths is assessed in this way every term (6x a year). All other subjects, every seasonal term (3x a year).

The assessments are analysed and used to inform part of the discussions held in termly Pupil Progress Meetings, led by Senior Leaders. Governors also attend as part of their monitoring.

In these meetings, the information is discussed in detail and teachers talk about the progress their class is making. Senior Leaders and Teachers problem-solve together any areas causing concern and celebrate reasons behind good progress and outcomes. Disadvantaged pupils, pupils with SEN/D and gender differences are discussed in detail. From this meeting, actions for the next term are discussed.

The assessment information is shared and discussed with Governors in 'Quality of Education' Committee meetings.

## Roles and responsibilities

### Our Hubs and Subject Leadership

Our teachers hold leadership responsibilities over aspects of the curriculum. Each teacher leads a Hub – a group of subjects. Each Hub is created based upon the skills and interests of the lead teacher, ensuring the Hub is led with enthusiasm and drive. Every member of staff belongs to a Hub and supports the Hub Leader with actions for the Hub subjects. Every term, a Hub Meeting takes place, allowing staff the time to look at intentions, implementations and impact together and identify next steps.

At the start of every academic year, Hub Leaders consider their vision for their Hub and subjects. Using this vision, they create a bespoke Action Plan for the year, considering their intentions and how they will implement the actions. At the end of every seasonal term, leaders review their actions to date looking at the impact they have made upon teaching and learning. They may tweak or set new actions.

After reviewing their Action Plans, Hub Leaders meet with the Deputy Head Teacher to discuss the impact across the term. This provides the opportunity for leaders to talk through their actions, the impact they have made and identify next steps, ensuring continued drive and improvement. These Hub progress meetings provide mentoring and coaching for Middle Leaders.

Hub leaders regularly monitor subjects within their Hub and have termly release time for this purpose. Monitoring activities include pupil voice, pupil engagement, pupils' work/books, learning environments, assessment information and lessons. All monitoring is purposeful – Hub leaders provide timely and



constructive feedback to class teachers and use monitoring to plan and lead staff CPD, including demonstrations and 'in class' support where required. Monitoring is revisited to check feedback has been acted upon and allowing for further next steps to be set, ensuring continuous improvement.

Every curriculum subject has a link Governor. The Governor and Hub leader work together on monitoring activities and information and updates related to the subject is shared with the Link Governor. In some cases, Governors join Hub Leaders for monitoring activities and report back to the Full Governing Body. Hub Leaders keep Governors updated via email or in person/on video call on developments in the subject.

### Governors

In addition to the monitoring activities above, 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
- Maintained schools only: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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

### The Senior Leadership Team

- The SLT are 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
- 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

## **Inclusion for all**

We focus on High Quality Teaching for all pupils and have high expectations. We ensure our differentiation is suitable for the needs of our cohorts to enable all pupils to flourish in all areas of the curriculum. We use Target Tracker and progression maps to set ambitious targets and plan challenging work for all groups, including:

- Academically 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. Pupils with SEN have personal provision plans, detailing specific resources and strategies required (provision). Teachers ensure this provision is in place in all curriculum subjects as needed – no lost sheep, no pupil left behind.

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.

## Monitoring Activities

In addition to the Hub Leadership Monitoring (see above), Subjects are monitored by Senior Leaders regularly through:

- Learning walks with specific foci
- Pupil voice conversations
- Parent Voice
- Staff Voice
- Book Looks
- Lesson Observations
- Learning environments
- Hub Leader Progress Meetings
- Pupil progress Meetings
- Pupil Premium Progress Meetings

## Safeguarding

Due account will be taken of health and safety guidelines and appropriate risk assessments for out of school visits. Please see the school's Safeguarding Policy.

