



MILEFIELD PRIMARY SCHOOL

Curriculum Policy and Practice 2021-22

Engage; Inspire; Empower; Learn

Engage: Motivating children to learn in every lesson, every day; Inspire: Developing a thirst for knowledge and building aspirations.; Empower: Providing the skills for success at the next phase of education and beyond.



Curriculum Policy and Practice

2021-2022

This policy should be read in conjunction with the Milefield Primary School Learning and Teaching Policy 2021-2022.

Milefield Primary school is committed to achieving the highest possible outcomes for its pupils. This policy details how our vision of: *Engage; Inspire; Empower & Learn*, is achieved through teaching and learning.

Rationale:

At MFPPS we believe that our curriculum should be challenging, exciting, enjoyable, and relevant. We deliver a curriculum that is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It allows children the opportunity to work in depth, giving them the time they need to **reflect, consolidate** and **transfer** their learning. Our approach to the curriculum is through a thematic/topic-based approach to teaching and learning. The key concepts, principles and themes of the National Curriculum have been developed into a range of progressive knowledge and skills through which the children are helped to grow and develop to succeed in **21st century Britain**. This curriculum (which covers History, Geography, Art and Design, Design and Technology, Science, Physical Education, Music, Computing, Personal Development & Relationship, Health and Sex Education Curriculum, Religious Education & Modern Foreign Languages) allows a creative way of teaching and learning, enabling us to move away from discrete lessons into a more **meaningful, engaging**, topic-based approach to the curriculum.

Policy:

- The HCAT curriculum is used to plan, teach and assess pupils from years 1 to 6 in all subjects using a **holistic, practical, personal and experiential** approach (please note: there are separate policy and practice documents for core subjects).
- The concepts, knowledge, skills and are subject specific and show progression in each subject through KS1 and KS2 to ensure that pupils can **revisit**, study in **depth** and **master** key components of learning.
- The school adopts a thematic approach to the teaching and learning of this curriculum. This empowers staff to ensure that the curriculum can be taught in the most **creative, current and relevant contexts** for pupils and can be led by the cohorts' **interests and needs**.
- A whole school **strategic** approach to the planning, teaching and assessment of the HCAT Curriculum ensures that pupils receive a **broad, balanced**, and **progressive** curriculum that takes account of the Primary National Curriculum and allows children to **know and remember** more.

- Teaching staff ensure that the curriculum is appropriately **differentiated** in the planning and teaching stages to ensure a personalised approach to learning that takes account of SEND and G&T pupils so that pupils can **lead**, and be **responsible** for, their own learning.
- The HCAT Curriculum ensures links are made between subjects where appropriate. Subjects may be blocked to allow for **creativity** and **flexibility** within the curriculum to develop sustained pieces of work and to explore **spontaneous** teaching and learning opportunities.
- The school uses 'INSIGHT' software to track, monitor and **assess** individual progress in foundation subjects. (Please see Assessment Policy and Practice for more detail).
- The school aims to use new and **emerging technologies**, the learning environment, outdoor learning and relevant resources to enhance the curriculum experience for all pupils.
- **Extra-curricular** activities during lunchtimes and after school such as art, drama, music and sports clubs allow children to develop their individual interests.
- Residential visits will develop children's **social interactions, independence, self-reliance, confidence** and skills for the future.
- Opportunities will be taken to extend the curriculum through **visits** and **visitors**.
- Physical activities provide opportunities to develop skills, coordination, and teamwork promote a **healthy lifestyle**. Learners are given the chance to take part in competitive sports representing their house and school teams in the wider community.
- The arts will be used to develop the children's skills, interests and confidence and will be given value through opportunities to **perform** and **display** to other children within the school and the community.
- **Pupil voice** is used to ensure a relevant and enjoyable curriculum. Teachers will take children's interests and evaluations of topics taught to guide direction of future learning.

In Practice:

- Curriculum Impact Leads/Teams are responsible for the annual auditing, evaluation and refinement of the curriculum for their subject. The curriculum lead and SLT will ensure that the HCAT Curriculum is meeting the needs of its learners.
- Year group teams will use electronic cohort skills folders audits and INSIGHT to identify the subject skills to be taught and identify any gaps from previous years/learning sequences.
- Teachers will use the long-term planning formats to ensure that there is strategic coverage of the curriculum throughout the year.
- Class teachers will plan a thematic sequence of learning based on the identified skills, knowledge and concepts using a Gather, Skills, Apply format. **Please note** that the sequence may vary in time dependent on the context and area of the curriculum being taught.
- Class teachers will highlight the taught curriculum in cohort curriculum trackers using the specified colour. This ensures cohort curriculum coverage and progression in each subject.

- Class teachers will use INSIGHT software to assess individual pupils against the curriculum. These may vary from the cohort tracker to take account of different abilities.
- Class teachers will regularly update and evaluate the cohort curriculum tracker to ensure that they are strategically aware of the needs of the cohort. This will then be passed on to the next year group team at the end of the year, where the cycle will continue.

Highly Differentiated Curriculum

Pupils who find it difficult to access the HCAT Curriculum due to individual needs have access to a personalised curriculum through consultation with class teacher, SENDCo and other relevant agencies.

Monitoring and Evaluation:

- Coverage of the HCAT Curriculum will be highlighted electronically within Curriculum Folders which will be passed on with each class as they move through school.
- Curriculum Impact Leads/Teams will conduct an audit of the curriculum for their subject to ensure coverage and that the content to is relevant.
- Lesson observations, learning walks, scrutinies of work and environment audits will evaluate the impact of the curriculum on teaching and learning.
- Pupil voice will be used to evaluate the impact of the curriculum on pupil engagement.
- The policy will be due for renewal in **Summer 2022**.

Through the delivery of this policy, Hoyland Common aims to deliver the best possible education to all pupils and prepare them for the life-long adventure of learning.