



# St Hilary's School

## Curriculum, Teaching and Learning Policy

**This policy applies equally to the EYFS, Key Stage 1 and Key Stage 2 as taught at St Hilary's School.**

### Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. All pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The curriculum includes not only the formal requirements of academic subjects, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

We actively promote democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Moto 'Not for oneself but for all.'

### Aims

- To provide an outstanding all round education.
- To equip pupils with the qualities and skills required beyond the school.
- To recognise and utilise all our pupils' talents and help them to strive for their full potential.
- To develop in our pupils a real thirst for learning.
- To transmit strong, traditional, moral values based on our school's Christian ethos.
- To provide a warm, safe and caring environment that enables all children to thrive.
- To provide all pupils with the opportunity to learn and make progress.

### We do this by:

- Providing a broad and balanced curriculum with strong subject specialist teaching.
- Building in opportunities for independent learning, creativity, problem-solving and use of technology.
- Varying and enhancing our curriculum with extra-curricular activities, specialist subject days, visiting speakers, outside visits including residential trips, house events and challenges.
- Delivering a well-developed PSCHÉ programme, encouraging staff and older pupils to be role models, providing a buddy system between Years 1 and 5 and Years 2 and 4 and a paired reading scheme between Years 3 and 6. The personal, social, citizenship, health and economic education provided reflects the school's aims and ethos and

encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a).

## **Objectives**

The objectives of our school curriculum are:

- To teach the curriculum in the general context of the National Curriculum with variation and enhancement in both syllabus content and subjects offered where appropriate.
- To deliver the curriculum through a variety of teaching approaches that suits the needs of different pupils.
- To match tasks to the individual needs of students, setting appropriate and challenging targets.
- To enable all pupils to learn and develop their skills to the best of their ability including pupils with an Individual Support Plan (ISP), Education and Health Care Plan (EHC plan) or English as an Additional Language, pupils with disabilities and pupils identified as Able, Gifted and Talented.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To develop in all pupils appropriate skills in Speaking, Listening, Literacy and Numeracy.
- To enable children to be creative and to develop their own thinking and thus encourage the development of independent learning.
- To help children understand Britain's cultural heritage, the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and to enable children to be positive citizens in society.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- To prepare pupils for the opportunities, responsibilities and experiences of life in British society. Our school is dedicated to preparing our children for their adult life beyond formal education and ensuring that it promotes and reinforces British Values to all our children.
- To develop the values, skills and behaviours they need to get on in life. All pupils will receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit which underpin success in education and employment (Careers guidance and inspiration in schools, March 2015).

## **Expectations of Teaching and Learning**

At St Hilary's school we expect **teachers**:

- To be a positive role model.
- To ensure that learning is progressive and continuous.
- To provide a challenging and stimulating programme of study to all children in their care.

- To uphold professional standards, including being punctual, well prepared and organised.
- To manage change and the development of their own professional expertise.
- To maintain an up to date knowledge of the National Curriculum and current teaching initiatives.
- To demonstrate good knowledge and understanding of the subject matter being taught.
- To work collaboratively and share expertise.
- To provide well planned lessons and effective teaching methods, activities and management of class time.
- To show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons. The individual needs of each child are met, with support where appropriate.
- Use information from assessments to plan teaching so that pupils can progress.
- To enable pupils to acquire new knowledge and make good progress according to their ability so that they can increase their understanding and develop their skills in the subjects taught.
- To promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

### **High Quality Teaching**

When the quality of teaching is good, the following will be observed:

- Well informed, planned and organised lessons.
- Good knowledge of the subject being taught.
- High expectations of work and behaviour.
- Effective strategies are used for managing behaviour and encouraging pupils to act responsibly.
- Differentiated activities, where appropriate, with resources that match children's needs.
- Good relationships between the teacher and children.
- Tasks which are challenging and give opportunities for further development.
- Appropriate questioning skills to motivate and inspire children.
- Good time management leading to well-paced lessons.
- Other adult support being appropriately deployed.
- Evidence of evaluation and assessment.
- Resources are utilised effectively and are of a good quality, quantity and range.
- Teaching that fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.

### **High Quality Learning**

When the quality of learning is good, the following will be observed:

- Children on task, knowing the time available to complete it.

- Children who are able to explain the purpose of their task.
- Children involved in the decision-making and learning process.
- Children aware of personal learning targets and what they have to do to achieve them.
- Children displaying positive attitudes e.g. enthusiasm, pride in their work, interest, eagerness to move on, enjoyment, concentration, application.
- Quality outcomes in the work produced.
- Evaluations and positive feedback.
- A safe, stimulating and comfortable work environment.
- Acknowledgement of different approaches, including trial and error and learning from each other.
- Pupils developing their self-knowledge, self-esteem and self-confidence.
- Pupils accepting responsibility for their behaviour, showing initiative and understanding how they can contribute positively.
- Pupils are self-motivated and apply intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.

## **Organisation and planning**

We plan our curriculum in three phases. We agree a long-term plan for each subject (see appendix 1); this indicates what topics are to be taught in each term of a particular year group. We review our long-term plan on an annual basis.

Our Schemes of Work (see appendix 2) give clear guidance on the teaching objectives to be used when teaching each topic. Responsibility for the Schemes of Work lies with the Head of Department, who works closely with class teachers to ensure that medium term plans are effective.

Our planning takes into account the aptitudes and needs of all pupils, including those with an EHC plan. Medium term plans (see appendix 3) break down into weekly blocks the objectives outlined in the Scheme of Work. In Key Stage 2, medium term plans are more detailed and are used as a basis for teaching and may replace written weekly plans. We use these to set out the learning objectives for each session, specify differentiation for specific children or groups of children and to identify what resources and activities we are going to use in the lesson. In Key Stage 1, medium term plans are produced for each subject and then short-term plans are those that our teachers write on a weekly or daily basis. In Key Stage 2, weekly plans are produced for English and Mathematics (see appendix 4).

In the EYFS and at Key Stage 1 the class teacher is responsible for all areas of planning apart from when the class is taught by a specialist teacher. Specialist teachers and class teachers liaise to ensure cross curricular teaching where relevant.

## **The EYFS**

The EYFS is organised into seven areas of learning and development, with three of these being Prime Areas of Learning and four Specific Areas of Learning. These are:

### **Prime Areas**

Personal, social and emotional development

Communication and Language

Physical Development

**Specific Areas**

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

EYFS staff plan specific, differentiated literacy and mathematics activities each week and these are linked to a medium term topic plan, as much as possible. The programme of activities provided is appropriate to the pupils' educational needs in relation to personal, social, emotional and physical development and communication and language skills. Planning in other areas reflects the current topic and these may be cross-curricular, reflecting the child's own interests and fascinations, or adult-directed or adult-led activities. EYFS planning also gives opportunities for the children to develop and explore their Characteristics of Effective Learning, which are:

- Playing and exploring
- Active learning
- Creating

**Differentiation**

The curriculum has to allow for differences between children, even of the same age and within the same class. Differentiation involves matching tasks to pupils' ability, providing appropriate in-class support for individuals or groups and balancing challenges with the likelihood of success for each student across the ability range. It implies a need for variation in teaching approaches and classroom organisation. Where a subject has pupils performing below their chronological age, activities appropriate to their educational needs will be set. This should always be indicated in medium term or short term planning. English and Mathematics weekly planning includes learning adjustments which provide detail on specific learning needs, where applicable. These educational needs may be in relation to personal, social, emotional and physical development and communication and language skills.

**Children with special needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. All pupils have the opportunity to learn and make progress. If adaptations are necessary, parents will be involved in the support process for their child in order to ensure their understanding and the reasoning behind any changes. Pupils who experience difficulties with spelling may be taken off the school spelling program and set bespoke spellings, after consultation with their parents. If a parent disagrees with this action, then it does not take place and the pupil's support lessons will be adapted to give more support with spelling, if possible.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice (2014) in providing for children with special needs. If a child displays signs of having special needs, differentiation and support will be provided and, where necessary, in class support for core subjects. In most instances, the class teacher will be able to provide resources and educational opportunities

which meet the child's needs within the normal class organisation. Any concerns will be discussed with the school SENCO.

The SENCO will conduct a short assessment, if required, to assess the difficulty. Where required, one to one support lessons are offered and the pupil's parents will be informed. If the difficulties continue after the extra support has been put into place, an external assessment may be suggested by the SENCO and a meeting will be arranged with the pupil's parents to discuss the course of action. If a child's need is more severe, we consider the child for an educational assessment and we involve the appropriate external agencies when making this assessment. A EHC plan may be issued. We always provide additional resources and support for children with special educational needs.

The school provides an Individual Support Plan (ISP) for each of the children who are on the Learning Support register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Please see **SEN Policy and EAL Policy**

### **The More Able Child**

Our school policy is to identify those children that have outstanding abilities. Opportunities are given for children to develop their skills or talents right across the curriculum. In addition, there is a Register of Gifted and Talented Pupils which contains profiles of pupils deemed to be gifted and talented in particular areas. This is contributed to, and reviewed each term, by staff.

Please see the **Able, Gifted and Talented Policy**

### **Displays**

Displays are an important part of the well-organised classroom. The school has:

- Adequate space for both 2D and 3D displays.
- A variety of work on display, reflecting the different curriculum areas.
- Displays that are up-to-date and relevant to the work in hand.
- Displays that are self-explanatory and informative, with clear, well-written labels.
- Lively, interactive and attractive displays with co-ordinated backing paper and fabrics.
- Displays that reflect the diversity of pupils' backgrounds in the school.

Children will understand the importance of display and value displays within the school. All children will have the opportunity to have their work displayed over time.

### **The Role of the Head of Department (see Appendix 5)**

The role of the Head of Department is to:

- Provide a strategic lead and direction for the subject.

- Support and offer advice to colleagues on issues related to the subject.
- Monitor planning, teaching and pupil progress in that subject area (see appendix 5).
- Provide efficient resource management for the subject.
- Keep a relevant and up to date Subject File on the school system.

Heads of Department regularly meet with colleagues and carry out lesson observations to share good practice. It is the role of each Head of Department to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each Head of Department reviews schemes of work for their subject, ensures that there is full coverage of the agreed curriculum and that differentiation and progression is incorporated into teachers' planning. In addition, there is a KS1 co-ordinator for each subject who supports the Head of Department in matters relating to KS1. Heads of Department liaise with EYFS staff, in order to have an overview of the curriculum.

## **Monitoring and review**

The SLT work with the Heads of Department to monitor and raise standards in teaching and learning across the school.

The Headmistress receives copies of minutes from all relevant curriculum meetings - including departmental and Key Stage meetings and may attend, if appropriate. Heads of Department are responsible for organising the assessment of pupils' work on a regular basis. Teachers and Heads of Department use this information to plan teaching so that pupils can make good progress according to their ability. Heads of Department and KS1 teachers produce a termly evaluation which also serves to inform the Headmistress and SLT of relevant evidence of success and areas for development.

SLT members conduct regular observations, both as part of the appraisal process and as a way of giving timely professional feedback to staff in the school. This is combined with targeted planning and work scrutinies focusing on different subjects, Key Stages or a particular aspect of learning in the school.

The Headmistress, in conjunction with the CPD co-ordinator, books relevant INSET and courses for staff in order to improve their subject knowledge and provide new ideas for delivery of particular aspects of the curriculum.

Pupil performance assessment processes are documented in the **Marking, Assessment and Reporting Policy**.

**Reviewed: June, 2018**

**Next review date: June, 2019**

**Person responsible: Gemma Mitchell (Acting Deputy Head)**

Appendix 1  
**Key Stage 1 & 2 Long Term planning Grid for .....**

**2015-2016**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>						
<b>Year 2</b>						
<b>Year 3</b>						
<b>Year 4</b>						
<b>Year 5</b>						
<b>Year 6</b>						



Appendix 2

# St Hilary's School Scheme of Work

<b>Subject:</b>	<b>Year group:</b>
<b>Topic Area:</b>	<b>Time frame:</b>
<b>Learning Objectives: The children will ...</b> <ul style="list-style-type: none"><li>•</li></ul>	
<b>Suggested resources:</b>	

Appendix 3



**Subject:**  
**Term and Year:**  
**Topic:**

**Class:**

<b>Wk</b>	<b>Learning objectives</b>	<b>Lesson Outline (including key questions)</b>	<b>Differentiation</b>	<b>Resources</b>	<b>Assessment</b>
1					
2					
3					
4					
5					
6					
7					



Appendix 4

**Weekly Key Stage 1 and 2 Planning Autumn Term 1**

**Teacher:**

**Year :**

**Week:**

<b>GROUPS OF PUPILS AND NEEDS</b>				
<b>More Able</b>		<b>Able</b>		<b>LA - Support</b>
<b>Day and Date</b>	<b>Learning Objective/Outcome</b>	<b>Main Activities</b> (including resources, ICT links, key questions and Higher order thinking (HOT) questions).	<b>Differentiation</b> <b>LA, MA, Challenge</b>	<b>Assessment Opportunities</b>

## Appendix 5 - Role of Head of Departments

### **To co-ordinate the teaching of the subject throughout the school:**

- To be responsible for leading the Department's curriculum planning, incorporating the whole school policies, contributing relevant units of components to other department syllabuses as may be required.
- To co-ordinate a full scheme of work across Key Stages 1 and 2 at St Hilary's School, keeping the Deputy Head informed. (Head of Department to co-ordinate a scheme of work in with EYFS.)
- To co-ordinate and oversee what should be taught in each year group so that there is a clear framework for teachers of the subject.
- To monitor the scheme of work and adapt and change it in liaison with other staff in the department, according to current legislation and practice nationally.
- To look for opportunities for cross-curricular links with other subjects.
- To suggest ways of differentiating work and to work with teaching staff to incorporate this within the Medium Term Planning.
- To co-ordinate the school's agreed system for tracking pupil progress within the subject.
- To contribute to the School Improvement Plan.

### **To be responsible for implementing and evaluating your subject:**

- To co-ordinate a file of evidence of progress for a more able, able and less able pupil within each year group.

### **To chair meetings about your subject:**

- Meetings for staff who teach the subject, with minutes given to the Deputy Head.
- To report any changes and innovations directly to the SLT as and when the need arises.
- To provide reports for the Governing Body, as required.

### **To liaise with other schools and agencies:**

- To liaise with other school departments and professional bodies.
- To familiarise oneself with the requirements and expectations of EYFS, KS1 and KS2.
- To keep up to date with any changes in the teaching of the subject at a national and local level.

### **To promote parental interest and understanding of the subject area:**

- By keeping the website updated.
- By hosting special days/weeks to promote the subject.
- By hosting information afternoons/evenings, as and when appropriate.
- By participating in and contributing to school marketing e.g. curriculum newsletters, contributing to Friday Notes.

### **To offer advice on the subject to the staff:**

- To provide staff with information on relevant courses and familiarise them with changes in current practice within the subject.

### **To have oversight of the work of others in your subject area:**

- Within a given academic year, staff within the department will be observed by each other. Feedback will be given, suggestions made for improvement and information provided for the Head of Department.
- Heads of Department will be observed teaching by others in the Department.  
To be aware of relevant Targets of staff within your department where it applies to your subject, and support that member of staff in achieving those targets.

**To be responsible for implementing and evaluating your subject:**

- To highlight the needs of any child on Learning Support. Liaising with Learning Support in respect of those with specific learning needs within the subject.
- To monitor pupil progress through a comparison of results, either in-house tests or national, to check for any struggling children or cohorts within the subject area from one term to the next within a given year group.
- To monitor, through planned assessment and comparison results, the progress of individuals year on year and report any concerns to SLT.

**To chair meetings about your subject:**

- To contribute to a full Staff Information meeting about curriculum subjects' news and developments.
- A regular meeting for staff who teach the subject, with minutes given to the SLT.
- To report any changes and innovations directly to the SLT as and when the need arises.
- To provide reports for the SLT as required.

**To control, evaluate and requisitions books, resources for the teaching of the subject. To control the department's expenditure allowance, oversee the usage of stock, its storage and the security of equipment and software, where applicable.**

**Appendix 6 - Moderation**



<b>Subject:</b>	<b>Subject leader:</b>	<b>Moderated by:</b>	<b>Date:</b>
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<b>Focus of the scrutiny:</b>
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<b>Year Group/Staff</b>	<b>Topic</b>	<b>Learning Objective/Learning Outcomes</b>	<b>Assessment Opportunities</b>	<b>Key Questions in place</b>	<b>ICT Links in place</b>	<b>Differentiation (Extension, Core &amp; Support)</b>	<b>Person to take action</b>	<b>Time to be amended by</b>
<b>Strengths of planning:</b>								
<b>Suggestions:</b>								