



ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

ARH – Educating a community of life-long learners

Curriculum Policy



Curriculum Policy

The curriculum has been organised and established in consultation with all teaching staff. It is regularly reviewed and developed in accordance with the School Improvement Plan. Our curriculum is central to the ethos of our school to promote a thirst for knowledge and a passion for life-long learning. Our curriculum equips pupils to be independent and responsible citizens and prepared for their next stage in learning. The School's Mission Statement is:

'Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.'

Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Aims

The Curriculum aims to:

- Give pupils the knowledge they need to be successful within our school and later in life.
- Provide a broad and balanced curriculum that meets the objectives of the National Curriculum.
- Provide a rich and engaging curriculum that is centred on the needs and interests of our pupils.
- Allow pupil's voice to be heard.
- Make links across other areas of the curriculum to further embed and extend pupils' understanding.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Embed key skills in order to prepare children for life in modern day Britain.
- Provide opportunities to apply knowledge and learning in practical ways both inside and outside the classroom.
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum especially English, Mathematics, Science and Computing.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Support the ethos of the school.
- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- Develop a sense of community and belonging which contributes to our local community through direct interaction and making links with local organisations.

Curriculum and Knowledge Development

The Curriculum has been organised into integrated topics which are based upon the interests of our pupils. Each topic is taught in a cross-curricular manner, where appropriate, and covers the objectives of the National Curriculum 2014. An overview of how the topics are linked to the National Curriculum is available on our website: <http://www.arhprimary.co.uk>. Opportunities for Speaking and Listening are optimised and pupils are skilled in working with their peers; this is central to our teaching approach. The use of Computing is encouraged in all topic areas, as a subject in its own right and for enhancing the learning of other subjects.

Each class teacher is responsible for the delivery of the curriculum through a 'topic-based' approach, where appropriate, which incorporates key knowledge and skills as set out in the National Curriculum. Teaching staff are encouraged to broaden the experience of the topics for the children through educational visits, visitors into school and shared experiences of the wider school community, e.g. involvement with parents and carers, and school links etc. Every child's achievements are celebrated regularly through school newsletters, displays in classrooms, Headteacher's Tea Parties, shared areas, and in assemblies where children are encouraged to share their knowledge with the rest of the school.

Skills and knowledge are developed throughout the objectives of the National Curriculum. Each subject has an End of Year Expected Standard which details the learning each child should achieve in each subject from Nursery to Year 6. Alongside the Curriculum, we develop the skills and knowledge of pupils which will promote life-long learning and prepare our pupils for life in modern Britain. We have developed a curriculum of I.F.S. (Ingredients For Success) and these teach pupils how to become a successful learner. The I.F.S. for each teaching session are identified and pupils refine these skills during the session in order to successfully reach their Learning Objective (see Appendix 1). As a school, we have selected ten 'positive emotions' and staff are encouraged to consider how their planning and delivery of our Curriculum help pupils at A.R.H. to experience these.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for the Curriculum, supported by the Curriculum Lead.

The Curriculum Lead is responsible for overseeing the delivery of the Curriculum through:

- Liaising with subject leaders and coordinators.
- Providing regular Inset and staff training.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Speaking with the pupils about their learning.
- Subject leaders and coordinators are responsible for progression and assessment within their subject area.

All teaching staff are responsible for:

- Planning and delivering the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.
- Making amendments to planning in order to optimise learning opportunities when they arise.
- Promoting pupils to use cross-curricular subject knowledge and skills to master learning across subjects.
- Ensuring there is appropriate challenge and support so all pupils make accelerated progress and can access learning opportunities.
- Using the local area and outdoor learning as much as possible.
- Ensuring the curriculum is taught in an engaging manner, relevant to pupil and community needs, which is in-line with the school ethos and context.
- Ensuring the curriculum is sequential and progressive. Staff use the progression documents as a planning and teaching tool as this ensures knowledge and skills are built upon.

Creative Curriculum Planning

We ensure that all objectives in the National Curriculum (2014) are covered through the Curriculum. Each National Curriculum subject has a detailed progression document which details how the National Curriculum objectives will be achieved and how this will look in each year group. This document is used to inform the planning process.

There are four parts to our planning process:

- Long term plans for the year – these are the topics that will be taught throughout the year. They give a number of weeks for the duration of the theme. Topics have been planned in such a way as to ensure each year group have a balanced curriculum.
- Medium term plans for each topic hold the relevant learning and National Curriculum objectives. Teachers use the National Curriculum objectives and discuss how they will translate these into meaningful activities for the children. This is planned on our Routeway format. Using the Routeway, teachers then consider what will be the best learning sequence for their pupils and identify the composite and component knowledge for each lesson. Once a year group has decided upon the learning sequence, parents and carers are informed of the upcoming topic through a Parent and Carer Letter. This allows parents and carers to support their children and become involved in their learning.
- Year Groups meet together weekly to plan the subsequent weeks work from the medium-term plan or Routeway. These weekly plans, on flipcharts where appropriate, show the knowledge to be learnt and the vocabulary to be gained. The plans include appropriate support and challenge.
- On the first day of a new topic, Year Groups undertake a 'Wonder Afternoon'. This is an opportunity for all children to access the resources and practical learning tools to discover, question and explore. We encourage children to explore the topic and think of questions they would like to be answered in the topic. Teachers can then amend plans to incorporate this. On Wonder Afternoons, staff are encouraged to talk to pupils to gauge their previous knowledge, key interests and questions pupils want to discover. Staff use this as an assessment opportunity to gauge children's understanding towards the end of topic assessment questions. These questions are looked at again at the end of the topic in order to create a Knowledge Overview.
- Plans are monitored by SMT and the Curriculum Lead.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this, and to Quality First teaching, as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the Gifted, Able and Talented, EAL and children identified with a Special Educational Need and/or Disability (SEND).

School Closure

In the event of a school closure, teachers will continue to provide planning and engaging learning for pupils, primarily using Seesaw. Through Seesaw, teachers will convert their lesson flipcharts to make them accessible from home as well as setting work to be completed with accompanying recorded lesson information. Pupils will then follow the lesson and complete the required work and submit this for feedback using their Seesaw account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. During a school closure, class teachers will provide daily contact with their class to check-in with their pupils and explain the expectations for the work that is being completed that day. Class teachers will also provide a virtual live lesson daily. For more information regarding remote learning, please see the Remote Learning Policy.

Upon school reopening following a sustained school closure, Year Groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning.

Assessment

Each foundation subject has objectives set out by the National Curriculum and these are worked towards during each lesson. At the start of the topic, pupils take part as a class in an informal assessment against the key learning questions identified on the Progression Documents. Pupils' ability towards these questions are recorded with the use of RAG rating. Teachers can amend planning following the Wonder Afternoon discussions. At the end of each topic, pupils are asked the subject questions again and pupils, as a class, compile their knowledge and the class teacher re-RAG rate the class's understanding.

Each foundation subject has an expected standard set using the National Curriculum objectives. Teachers use these expected standard criteria to assess which pupils are meeting, exceeding and working towards their year group expected standard. Teachers make this judgement using evidence seen in classroom lessons, questions answered, work produced in relation to Learning Objectives and home learning opportunities.

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan. Termly monitoring takes place in line with the whole school monitoring process through book scrutinies, planning scrutinies, pupil conferencing, lesson observations, learning walks and Teaching and Learning Weeks.

Curriculum Review

Due to the creative planning approach and assessment of the curriculum, our curriculum is continually reviewed to suit the needs of our children at Alderman Richard Hallam.

To be reviewed Autumn 2025

Appendix 1: I.F.S. Progression Map

Ingredients for Success Progression

	Foundation Stage	Year 1	Year 2	Lower KS2	Upper KS2
IFS used	Linked to 9 characteristics of learning: Curiosity Listening Bravery Focus Resilience Enthusiasm Creativity Reasoning Independence	9 used in FS plus: Caring Love of Learning Honesty	12 used in previous years plus: Fairness Leadership Team work Self-control	All 20 IFS	All 20 IFS
How should they be used?	<p>Nursery: Verbally refer to the 9 IFS Praise Postcards (all 20 to encourage use by parents and carers) Class display</p> <p>Reception: Verbally refer to the 9 IFS Praise Postcards (all 20 to encourage use by parents and carers) Class display Select one of the IFS as a class focus for the week</p>	<p>Verbally Praise Postcards (all 20 to encourage use by parents and carers) Class display On flipcharts – allocated IFS for each lesson Mid-year and end of year reports Parents' and Carers' evenings</p>	<p>Verbally Praise Postcards (all 20 to encourage use by parents and carers) Class display On flipcharts – allocated IFS for each lesson Mid-year and end of year reports Parents' and Carers' evenings</p>	<p>Verbally Praise Postcards Class display On flipcharts – allocated IFS for each lesson / In L.O.s where appropriate Mid-year and end of year reports Parents' and Carers' evenings In marking where appropriate</p>	<p>Verbally Praise Postcards Class display On flipcharts – mix of allocated IFS and opportunities for children to decide which IFS they are using / In L.O.s where appropriate Mid-year and end of year reports Parents' and Carers' evenings In marking where appropriate</p>

Additional:

IFS should be used in Wonder Days of how skills will be developed in each topic.

IFS should be referred to in parent/carers communication as much as possible e.g. trip letters, reports, meetings.

Student Spotlight IFS will be the same across the school (all 20 IFS) to encourage use and understanding of IFS by parents and carers.