

Potley Hill Primary School Curriculum Policy

At Potley Hill Primary School we recognise that learning is central to the curriculum.

“Dream Big, Aim High & Make a Difference”

We value each individual child and work with parents, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We believe that our curriculum should be broad, balanced and relevant to the learning needs of all our children. This policy supplements, and must be read, in conjunction with the Learning and Teaching Policy. We aim to offer a range of learning experiences that challenge, stimulate and promote thinking and learning.

This policy is linked to our six School Values and six School Rules which are:

Our School Values are:	Our School Rules are:
<p><i>Respect</i> <i>Resilience</i> <i>Kindness</i> <i>Creativity</i> <i>Teamwork</i> <i>Responsibility</i></p>	<p><i>Move calmly</i> <i>Listen carefully</i> <i>Speak politely</i> <i>Stay safe</i> <i>Be honest</i> <i>Act kindly</i></p>

The intent of our curriculum is to:

- Encourage and promote high standards in all areas of learning
- Embed the core skills of English, Maths, Science and Computing, and apply these within all learning opportunities across the curriculum
- Be stimulating, motivating and engaging so that children enjoy coming to school
- Develop a solid basis for lifelong learning through relevant, meaningful and exploratory experiences that develop the children’s ability to problem solve
- Enable children to develop emotionally, physically, morally and spiritually with a focus on positive mental health and well-being
- Ensure that each child’s education has continuity and progression which develops knowledge, understanding and skills
- Enable pupils’ capacity to learn and work independently and collaboratively
- Encourage children to become caring and responsible members of the community
- Help children understand Britain’s cultural heritage and values
- Appreciate and value the contributions made by all ethnic groups in our multi-cultural society
- Fulfil all requirements of the National Curriculum(2014) and the locally agreed syllabus for Religious Education

Curriculum Subject Intent and Implementation:

- A whole school curriculum map is in place for each subject which outlines topics covered in each year group.

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- Units of work are planned, usually covering 3-6 weeks and should incorporate “hands-on” learning experiences. These are called medium term plans and contain the detail of the work to be covered and the learning outcomes for each subject.
- Short term planning (weekly) is carried out in detail for English and Maths using an agreed format.
- The children are taught in mixed ability classes for all subjects.

The information below summarises our intent and implementation for each subject area:

English – Reading:

Intent	At Potley Hill, it is our intention to enable our children to read confidently, fluently and accurately with strong understanding. We aim to support children to learn to read and to love reading; in order to do this, children are encouraged to read a wide variety of genres and exposed to a variety of rich texts. We intend that our pupils will be both independent and reflective readers who can read fluently and for meaning. It is our aim that children use a variety of reading skills to enable them to access all other areas of learning. We want children to enjoy and appreciate literature and its rich variety.
Implementation	Pupils start their reading journey by focusing on individual sounds, groups of sounds and common exception words within the different phases. We have an agreed progression for the teaching of new sounds which correlates with the phases outlined in ‘Letters and Sounds’. As children learn to read, they will follow our levelled reading programme (Big Cat Phonics) which provides 100% decodable texts, so children are able to practise and apply their phonic knowledge in a book matched closely to their level, and what is taught to them in their phonics lessons. This will systematically increase the level of challenge, vocabulary and stamina as the children work up through the bands. We have carefully selected books that will appeal to children and provide a wide range of reading experiences. Through reading these books, children will experience success independently which is both important and necessary when learning to read. As children progress through the school, they will participate in Guided Reading session 4 times a week. These sessions are a mixture of whole class and focused group teaching, where children’s skills in the key reading domains are developed and deepened. Children have regular opportunities to apply their reading skills independently, and the expectation of regular home reading supports children in developing their fluency. Children are exposed to a rich variety of genres through a daily 10-minute demonstration reading session as promoted by Jane Considine in her book ‘Hooked on Books’. Teachers share a story/class reader with the children pausing to model their thoughts and feelings about a specific sentence, supporting children to develop their own skills in this area.

English – Writing:

Intent	It is our vision that every child will learn to become writers by being given exciting and inspiring stimulus, and opportunities to be supported and challenged. We believe that this encouragement will enable them to become confident, capable, enthusiastic writers who will develop a genuine love of writing. They will use writing to express themselves and communicate with others, and will write independently for a range of real-life purposes. We want our children to have a deep understanding of how our language works, enabling them to make effective choices and have greater control over their writing.
Implementation	Our approach to writing is largely based on the strategies for teaching and learning as suggested in ‘The Write Stuff’ written by Jane Considine. Teachers use this approach to edit, adapt and write, their own short-term planning, ensuring year-group specific skills and knowledge, grammar and spelling are weaved within the learning journey, and a child’s independent writing outcome at the end of the unit. To ensure standards are kept high, spelling and phonics are also taught in discrete lessons throughout each week – as well as being embedded within daily English lessons.

English – Speaking and Listening:

Intent	We believe that the ability to both speak and listen well is essential for children to be able to articulate their feelings, opinions and ideas. Alongside this, we encourage children to value the
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	thoughts and views of others, and treat them with respect and integrity through their choice of words and how they respond.
Implementation	We teach the skills of Oracy using the four domains set out by Voice 21: physical, linguistic, cognitive and social and emotional. Through a combination of teacher modelling, games and activities rich in talk, our children are given the opportunity to develop these important lifelong skills.

Maths

Intent	At Potley Hill, we aim to develop in children enthusiasm and excitement for mathematics, and an awareness that it is a vital part of the world around us. We strive to ensure that all children master mathematical concepts at their own level being supported and challenged where relevant. We believe it is important for children to develop a deep, conceptual understanding of mathematical ideas through regular access to practical resources and visual images. Our aim is to develop accurate, efficient and flexible calculators who can apply their knowledge of place value and number to real-life problems and puzzles with confidence. Our ethos encourages children to struggle with meaningful problems and see mistakes as an important part of the learning process, having the confidence to edit and refine their thinking. We believe it is vital for children to be given opportunities to discuss possible solutions with their peers, create mathematical arguments, and engage in the process of reasoning.
Implementation	At Potley Hill Primary School, we follow the Mastery Approach to teaching Mathematics. All teachers use both medium term and short-term planning to reflect the program of study set out in the National Curriculum. Termly overviews (medium term plans) are created to give an idea of the coverage of topics across the year, and then each unit is planned in more detail (short term plans) which are informed by the National Curriculum, White Rose Maths documents and Power Maths Publications, as well as ongoing assessments and teachers' judgements.

Science

Intent	Our vision is to provide a science curriculum which allows pupils to explore and have a deeper understanding of the natural and made worlds, by providing experiences which encourage curiosity and promote learning. Through the teaching of science, we hope to foster a growth mind-set approach, where children will experience the joy of learning 'how' and 'why', whilst gaining valuable skills, such as gathering and making sense of evidence and generating and testing ideas, as well as the skills required to eventually become independent learners. We aim to encourage pupils to be confident, to ask questions and not to be afraid of getting it wrong; instead viewing it as an opportunity to deepen their understanding.
Implementation	Science will be taught in topic blocks which are based around the 'Hampshire Model for what should be learned', where each unit is planned around several powerful key ideas that are relevant to primary aged pupils. These key ideas are used to formulate enquiries and investigation whereby children are encouraged to hypothesise, carry out investigations and explain their findings to enable them to make sense of the world in a deep and meaningful way.

Computing

Intent	As we are now living in a predominantly technological world, we recognise that technology will play a pivotal part in our students' lives. Our aim is that our pupils become masters of technology and are equipped with the tools needed to succeed in the technological world after leaving education. We endeavour to model and educate our pupils on how to use technology positively, responsibly and safely. Our vision is that our pupils become creators and not consumers, and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our pupils to understand that there is always a choice with using technology and, as a school, we utilise technology to model positive use, and encourage it to be used by pupils to share their learning in creative ways. We aim to embed computing across the whole curriculum to make learning creative and accessible as well as develop confidence in our pupils to be fluent with a range of tools.
Implementation	Computing is taught using a blocked curriculum approach. Teachers use the 'Switched On: Computing' scheme, published by Rising Stars, as a starting point for the planning of their computing lessons, which are often richly linked to engaging contexts in other subjects and topics. 'Online Safety' by Rising Stars is also taught to ensure that our children remain safe online. At Potley Hill, children have access to ipads and laptops, ensuring that they can use

	computers for a range of purposes, and that it is used across the wider curriculum, as well as in discrete computing lessons.
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Geography

Intent	Our Geography Curriculum aims to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We endeavour to instil in children a sense of environmental responsibility and encourage them to understand environmental issues at a local and global level. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
Implementation	Geography is taught in blocks throughout the year using a variety of enriching learning tools, such as through first-hand experiences and also using pictures, maps and digital technology. We provide extensive opportunities for children to explore Yateley, and utilise the vast local area to strengthen geographical skills, such as fieldwork and map reading. We promote a language-rich geography curriculum that encourages children to use subject-specific vocabulary.

History

Intent	The aim of our History Curriculum is to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We believe it should inspire pupils' curiosity to know more about the past and equip them with the skills and tools to enable them to delve into historical times. Thinking critically, weighing evidence and developing perspective and judgement are key skills that we strive to develop in order for the children to become keen historians.
Implementation	Our History curriculum is taught in blocks throughout the year with cross-curricula links being made where appropriate. We encourage regular references to timelines and how topics fit together, as well as a hands-on approach involving artefacts and drama workshops so as to bring history alive to our young learners.

Art

Intent	Our vision is to provide an Art curriculum which allows all pupils to see themselves as artists, through partaking in a variety of media and cross-curricular experiences. We believe art stimulates creativity, imagination and resilience. We strive to ensure children have the opportunity to express their personal responses to ideas and experiences, as art should enable children to communicate what they see, think and feel. Experimentation with texture, colour, form, pattern and a range of materials is encouraged across all year groups. Every child is an artist and it is important their understanding of art is never limited to one style or medium.
Implementation	In Art, children are given opportunities to practise and develop mastery in the key processes of: Drawing Painting Printing Textiles and Collage Sculpture Photography Each of our artists have their own sketchbook, in which they can record ideas, practise new techniques and further refine their skills. These sketch books give our artists the opportunity to study an existing piece of art, create a constructive and reflective critique of this work and to use these ideas to develop their own piece of related artwork. Artists from different eras are studied throughout the school to give our artists a balanced knowledge and understanding of art concepts and skills.

Design & Technology:

Intent	We believe that Design and Technology develops children's ability to work creatively and to think critically, to solve real and relevant problems, within a variety of contexts. Design and Technology is an inspiring, rigorous and practical subject, which allows children to work independently and as part of a team. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
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Implementation	<p>DT is taught through the 3 phases of designing, making and evaluating products. Each stage aims to secure technical knowledge with the design process rooted in relevant and real life contexts which give meaning to the children's learning.</p> <p>Each year group focuses on 3 topics throughout the year, and each topic will focus on a separate set of skills. The key skills that are developed are:</p> <ul style="list-style-type: none"> Structures Mechanisms Electrical Control Textiles Cooking and Nutrition
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P.E

Intent	<p>Our vision is for all children to be engaged in high quality physical activity, whilst ensuring that they know and understand the benefits of keeping healthy. We strive to ignite enthusiasm in all our children to be regularly active, physically confident and to develop a passion for exercise outside of the school day. Through physical activity, we aim to improve health and well-being, to promote active participation and develop high self-esteem and high expectations within every child. As a school, we endeavour to inspire all pupils to succeed and excel in competitive sports and other physically demanding activities, embedding values such as: communication, team work, respect, resilience, ambition and attitude.</p>
Implementation	<p>Each child throughout school, has 2 hours of taught PE curriculum each week and we use "Get Set for PE" scheme of work to provide us with a structured, progressive curriculum. It provides teaching and learning in the following 5 key areas:</p> <ul style="list-style-type: none"> Athletics Gymnastics Dance Team Games Outdoor Challenges <p>Each lesson is designed to take the children on a journey of warm up, teaching or consolidating of a new skill, application of this new skill before finally evaluating and cooling down.</p>

PDL

Intent	<p>Our vision is that our PDL curriculum enables our children to reflect on their health and well-being, relationships with themselves and others, and their contribution to the wider world. It is through this curriculum that our children will develop the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled and responsible lives. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. Through taking part in a variety of activities and experiences across and beyond the curriculum, we strive to equip the children with the skills they need to be positive members of a diverse, democratic and multi-cultural society.</p>
Implementation	<p>PDL is taught weekly using a scheme of work called "Jigsaw". This scheme brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. There are 6 puzzles in Jigsaw that are designed to progress in sequence throughout the academic year:</p> <ul style="list-style-type: none"> Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me <p>Every year group works on the same theme at the same time allowing for a whole school approach. Weekly celebration assemblies reinforce the jigsaw focus for each week.</p>

Music

Intent	<p>We believe that a high-quality music education should engage and inspire pupils to develop a love of music, their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. By providing a high-quality musical education, pupils are encouraged to explore the world of music and be introduced to as many new musical experiences as</p>
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	possible. The aim of our curriculum is to open children's eyes and ears to a diverse musical programme that will be the foundation for a lifelong love of music.
Implementation	Music is taught using a scheme of work called 'Charanga'. This scheme is used from Year R to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. Music lessons are planned in sequences to provide children with the opportunity to listen and appraise, work with pulse and rhythm, play a variety of instruments and develop their musical skills which are brought together in a final performance.

R.E

Intent	The aim of our RE curriculum is to enable all children to become religiously literate and equipped to live in a diverse and rapidly changing world. We strive for children to see the relevance of RE to their lives now and in the future. We believe it is important for children to have opportunities to think about and reflect on their own and others thoughts about 'big' life questions. Through RE, we aim to develop critical thinkers who ask deep and meaningful questions, make connections within and across religions and world views, and reflect, respond and express their own opinions and beliefs demonstrating an open-minded viewpoint.
Implementation	Religious Education is taught in accordance with legal requirements and follows the Hampshire Agreed Syllabus 'Living Difference IV' for Key Stages 1 & 2. For KS1 the focus is on Christianity and Judaism. In KS2, this is expanded to include Hinduism and Islam. Religious Education is generally taught half termly in a blocked day. The structure of each unit follows the RE cycle encouraging children to enquire, contextualise, evaluate, communicate and apply within each given concept.

MFL

Intent	At Potley Hill Primary, we feel it is important for our children to have an awareness of other languages and cultures in preparation for their future roles in our international community. All children are encouraged to creatively experiment with a foreign language, aspire to deepen their curiosity regarding its complexities and challenge themselves to develop their linguistic confidence and understanding.
Implementation	Our MFL curriculum has been designed to progressively develop skills in French. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skills grow, children record their work through pictures, captions and sentences.

Equal Opportunities at Potley Hill

Potley Hill Primary is a local authority maintained school. We believe that every child should reach their full potential. Learning should be suitably challenging for all so that it constantly moves children forward in their learning journey. Teachers are expected to have high expectations of all children and a belief that all children can make good progress.

Where children have been identified as having Special Educational Needs, personal plans are produced which specifically address their needs. These are often based on the advice received from outside agencies who have conducted specific assessments on the child's area of difficulty. Often, additional resources are deployed to ensure that children with special needs are supported in reaching their challenging targets and have the appropriate access to the curriculum; they are expected to progress at the same rate as other children.

Where children are more able, it is every teacher's responsibility to ensure that their needs are met within each lesson. Often a child can be challenged through applying their understanding to different contexts. The curriculum does not put a cap on children's progress; they will be taught at their level of attainment.

Roles and Responsibilities

- Class teachers are responsible for adapting medium term plans and for liaising with Subject Leaders over the content and delivery of units of work.
- Subject Leaders evaluate and monitor standards in their subject across the school.

- Teachers endeavour to plan collaboratively to ensure parity of provision across the year group.
- The Headteacher and the Senior Leadership Team ensure that the progress of each pupil is tracked and that there is appropriate challenge and support.
- The governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Head teacher's report, strategic groups and via presentations from different subject leaders.

Policy agreed by governors: **January 2023**

Review date: **January 2024**