

# HAZELDENE SCHOOL



**CURRICULUM POLICY  
REVIEWED MARCH 2017**

SIGNED ..... DATE.....  
HEADTEACHER

SIGNED ..... DATE .....

CHAIR OF GOVERNORS

TO BE REVIEWED MARCH 2019

## HAZELDENE SCHOOL CURRICULUM POLICY

### 1. Aims and Objectives.

At Hazeldene, we aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach to learning. Our curriculum aims to deliver a twenty first century education that will equip our children with the skills required to be an independent and responsible citizen. We aim to deliver this through:

- Embedding ECM through teaching units on hygiene, community, finance and citizenship
- Developing a sense of community and belonging, contributing to our community through direct interaction - making links with local organisations.
- Equipping children with skills for life, through practical work
- Providing opportunities for children to broaden their outlook on Life and reflect upon their Values system
- Making learning more meaningful, through putting it into context
- Holding a flexible timetabling approach to make space for true depth of study
- Establishing cross-curricular links to foster a broader understanding
- To embed the use of ICT as a learning tool
- To build on their achievements, through continuing the Early Learning Goals
- To embed MFL through providing contexts for learning

## 2. Teaching and Learning Style.

2.1 We use a variety of teaching styles to meet the individual needs of the children, these will vary lesson by lesson, year by year.

2.2 All lessons conform to the three part model: Introduction with whole class teaching, using open ended probing questions, visual stimuli and talk partners; followed by a period of learning, where children may work independently, in pairs or as groups; lessons are concluded with a plenary that extends, applies or previews learning.

2.3 A variety of pedagogies are employed to support children's learning, these being

Prompting thinking: What do you notice?  
What's the same?  
What's different

Enabling learning through:  
Drawing attention to  
Reasoning and making connections

Providing opportunities to:  
Manipulate, experience, see  
Engage in talk

High importance is also placed on open questioning using Bloom's Taxonomy. This provides opportunities to engage the children through effective questioning techniques.

2.3 We recognise that children have preferred learning styles, and so make provision for this in our planning and delivery. We

provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children. We achieve this in a variety of ways by:

- setting common, open ended tasks to elicit a variety and depth of response;
- setting tasks of increasing difficulty, scaffolding where appropriate;
- using ICT to further learning opportunities
- grouping children by ability in the room and setting different tasks for each ability group;
- providing practical opportunities for kinaesthetic learners;
- using visual stimuli and artefacts to promote interest;
- using Teaching Assistants to support the work of individual children or groups of children.
- using trips and visitors to further understanding

### **3. Creative Curriculum Planning.**

**3.1 (i)** Long term themes for the year; these are what themes will be taught and when. They give a number of weeks for the duration of the theme. We have a number of themes where all of the school works together to promote cross phase work e.g. international week. The long term plans for each theme hold the relevant skills for the theme.

**3.1 (ii)** Teachers use key objectives, and discuss how they will translate them into meaningful activities for the children. These are shared with parents via curriculum booklets each term.

**3.1 (iii)** We then consider what the best learning sequence would be. We record our medium term plan as a learning sequence for the length of the theme. This has to incorporate:

- A formative assessment of children's' understanding - such as a mind map
- How the theme will be introduced ( a 'wow' factor, that could be a visit, film, trip, curriculum day)
- Opportunities for trips and visits from external agencies
- What the learning outcome will be - this could be an artefact, presentation, or experience for example
- A final summative assessment of children's' learning.

Children's work is recorded in the Writing Book. This work is subject to the Literacy presentation and marking policy.

**3.1 (iv)** Year group teams meet weekly to plan the subsequent weeks work from the medium term plan. There is flexibility in time tabling, and according to the learning sequence, core subjects do not have to be taught exclusively in the morning.

**3.2** Plans are monitored by the subject leaders and the SLT termly

#### **4. Resources.**

We are continually building on our resources, subject leaders review resource needs annually and order as necessary. We value experiences and people as resources, and use them as resources as frequently as possible.

#### **5. Assessment and Recording.**

**5.1** Children are continually given opportunities to assess their learning.

**5.2** Teachers will provide detailed marking and feedback to all children at least weekly. Opportunities should be provided to all children to reflect upon their marking, either in written form or verbally.

**5.2** Levels of attainment are assessed by acquisition of skills. These will be marked on plans.

**5.3** Subject leaders should undertake pupil conferencing, book and planning scrutinies that allows them to assess how well their subject is being delivered. This is overseen by the SLT.

**5.4** Governors are kept informed of developments and priorities through communication between the Curriculum leader and the Governors Development Committee.

**5.5** Parents and carers are kept informed of developments, through curriculum booklet, the school website, open afternoons/evenings, end of year reports, and the school newsletter.

## **6. Monitoring and Review.**

**6.1** The Curriculum leader is responsible for monitoring and reviewing. This process is reflected in the Curriculum leader action plan, and is achieved through:

- a. pupil conferencing
- b. regular observations of lessons
- c. regular scrutiny of annotated planning
- d. regular scrutiny of Writing/Science books
- e. collating data from questionnaires
- f. consultation with subject leaders

**6.2** The leader will amend the Curriculum on an annual basis, responding to feedback/data from pupil conferencing, lesson observations, book scrutinies, writing book analyses, and discussions with subject leaders.