



Holme Court School Cambridge

6.1 CURRICULUM POLICY

This document is a statement of the aims, principles and strategies for provision of children at Holme Court School.

Review of this policy is ongoing but will be subject to formal review as per the School Development Plan.

1. Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. This includes the formal teaching of the National Curriculum, and Hamilton topic resources, and AQA awards. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2. Aims

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability;
- To promote a positive attitude towards learning, so that children enjoy coming to school, are fully included and acquire a solid basis for lifelong learning;
- To teach children the basic skills of literacy, numeracy and computing;
- To enable children to be creative and to develop their own thinking;
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To enable children to be positive citizens in society;
- To ensure continuity and progression in all subject areas;
- To ensure that planning available would allow other teachers to teach the class with the least amount of disruption to the children;
- To fulfill all the requirements of the National Curriculum, using Hamilton topic resources, AQA Unit Award syllabuses, National Curriculum planning tools, and the Locally Agreed Syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves, keep themselves safe and develop high self-esteem, and to be able to live and work co-operatively with others.

3. Organisation and Planning

Due to the nature of our school, pupils are placed in the class that will suit their academic needs. Most children are placed in the appropriate class for their Key Stage, but for some this may not be appropriate, which may mean that they are not with their peer group. All our pupils are in mixed aged classes and could possibly be moved to a different class at some point in their education at Holme Court School. Long term and medium term plans need to reflect this changing need.

We plan our curriculum in three phases. We agree a long-term plan for each class. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis and adaptations are made and recorded where year groups are taught in separate classes.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

- ❖ All medium-term plans are underpinned by the National Curriculum Programmes of study, AQA Unit Awards, and Hamilton Topic resources. We use the AQA Unit Awards and Hamilton schemes of work for much of our medium-term planning in the foundation subjects.
- ❖ In our medium term plans the subject matter and objectives are very carefully chosen to ensure there will be adequate scope for medium term planning. Further differentiation in the medium term planning is not appropriate due to the constantly changing needs of our individual pupils. The necessary fine-tuning of lessons therefore has to be fully reflected in the short term plans where pupil activities must be clearly differentiated in line with their targets and current progress.
- ❖ Teachers need to be aware that medium-term plans already exist but because of the nature and fluidity of our intake and the regular changes in our school roll, it will always be important for teachers to realize that medium-term plans have to be constantly updated.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Unit plans are used and adapted to suit children's needs in literacy and numeracy as well as in the foundation subjects. Each lesson must show clear differentiation, according to the identified needs within the class or group.

Subjects may be blocked during a half term to make use of time, teacher and subject specialists. Teachers in our school may teach their specialist subject to more than their own class.

Staff evaluate lessons.

4. Children with Dyslexia and Associated Specific Learning Difficulties

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We adapt the curriculum to meet the needs of individual children.

All pupils are set targets for reading, writing and maths, reviewed on a termly basis, which are used by staff to complete a gap analysis and to plan teaching.

5. The role of the subject leader where appropriate

Where appropriate, the role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with the developments in the 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 subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the national Curriculum and that progression is planned into schemes of work. The subject leader also keeps evidence of children's work, which she/he uses to show the achievements of children at each key stage.

6. Use of Computing

Pupils will be provided with opportunities to develop and apply their computing capability to support their learning in each area of the curriculum. They will use the Internet selectively to find information, e-mail to communicate with people in other places and databases/spreadsheets to handle and present information. Subject-specific computing skills will also be developed. Assistive technology such as text to speech or speech to text software is used whenever appropriate for individual learners.

7. Monitoring and review

Our Management Team is responsible for monitoring the way the school curriculum, is implemented. Each subject area is reviewed at the School Development Plan annual review.

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher monitors the medium term plans for all teachers, ensuring adequate curriculum provision.

Approved by The Senior Leadership Team

Signed

Date August 2022.....

Review Date August 2023.....