



FOREST HILLS PRIMARY SCHOOL CURRICULUM POLICY

Document Control Table

Title	Forest Hills Primary Curriculum Policy
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Document History

Date	Author	Note of Revisions
18/6/2018	AKC	Pg 3 – Changed Perry Hall Multi-Academy Trust to ‘in our Trust schools’. Pg 4 as above. Pg 5 para 4 Changes Executive Headteacher to ‘Headteacher and Head of School, para 8 canged Execuive Headteacher and Headteacher to ‘Leadership’.
Sep 2019	DA/LF	Trust policy adapted to reflect individual school procedures
Sept 2020	SP	Trust policy adapted to reflect individual school procedures
Jan 2021	SP	School name changed to Forest Hills Primary School
July 2022	SP	No changes
July 2023	SP	Thematic approach changed to discrete

Forest Hills Primary School Curriculum Policy

Perry Hall Multi-Academy Trust schools' curriculum follow all the requirements of the National Curriculum but we are proud to offer a much broader curriculum than that, making the most of many and varied opportunities to broaden and enrich the curriculum for our children.

The National Curriculum provides the school with the outline of knowledge, skills and understanding that we are required to cover in school. We teach this through creative, knowledge-based approach and prior learning links are made across subjects. Children will learn different subjects of the curriculum, learning knowledge and skills which will support them in their school journey

This policy makes reference to The New National Curriculum 2014. It is linked to other policies, including the Equality, SEND and Teaching and Learning policies.

We aim to teach our curriculum in an engaging, interesting and stimulating way through a discrete approach. Our approach to the curriculum is through a skills and knowledge based approach. Please read on to find out more details about each subject that forms part of the national curriculum.

The curriculum is all the planned activities that we organise across our schools in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes that which the children learn from the way they are treated and expected to behave.

Values

Our schools' curriculum is underpinned by the values that we hold dear at Perry Hall Multi-Academy Trust Schools. The curriculum is the means by which the schools achieve their objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Aims and Objectives

The curriculum, whilst paying due regard to achieving high standards in English and Mathematics, is also broad, exciting and challenging, developing the whole child, and embraces the five outcomes set out in Every Child Matters:

- Stay safe;
- Be healthy;
- Enjoy and achieve;
- Achieve economic well-being;
- Make a positive contribution;

The aims of our schools' curriculum are:

- To show children respect as learners and individuals
- 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, and acquire a solid basis for lifelong learning
- To build upon children’s natural curiosity for learning
- To provide children the basic skills of literacy, numeracy and science
- To provide children with the basic skills of information communication technology (ICT) and an understanding of how it will affect their lives
- to enable children to be creative and to develop their own thinking
- To enable children to recognise and utilise their own best learning style
- To enable children to reflect upon their own learning, what they need to do to improve and where they would like to take it further
- To teach children about their developing world, including how their environment and society has changed over time
- To help children understand Britain’s cultural heritage
- to enable children to be positive citizens in their community and wider society
- To reflect upon and understand their own religious beliefs and those of others
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To provide all children with the opportunity to celebrate their successes
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

In our Trust Schools we do this by:

- Providing a safe, fun, stimulating and challenging learning environment
- Providing accurate and helpful feedback on how well they are doing and what they need to do to improve
- Providing a discrete lessons across the curriculum in all year groups.
- Reflecting our high expectations through encouraging independent learning and self-discipline
- Establishing a mutually supportive partnership in which parents, carers, governors and staff share responsibility for the education of our children
- Promoting an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- Working together to create a caring community of learners where every child feels safe and valued
- Ensuring that all children have appropriate and equal access to the curriculum
- Providing a stimulating and interesting termly homework project to promote learning in the home
- Allowing pupils to participate in a variety of activities that enrich the curriculum. For example: visits, residential experiences, performances, sports and arts.

Organisation and Planning

Within the Trust schools we plan our curriculum in two phases. We agree curriculum frameworks (long-term plan) for each Key Stage. 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. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each subject. Each subject area has a curriculum map of the skills and knowledge to be covered in a particular area. Staff plan on a weekly basis for Mathematics and English and topic. All curriculum maps are evaluated as skills are taught.

In the Early Years Foundation Stage, staff plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals and their planned progression in all curriculum areas.

Children with Special Educational Needs

The curriculum at is designed to provide access and opportunity for all children who attend Trust schools, adapting the curriculum to meet the needs of individual children, after consultation with parents.

As a Trust, we comply with the requirements set out in the SEND Code of Practice in providing for children with Special Needs. Teachers make an assessment if a child displays signs of having special needs. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, discuss with the parent/carer the possibility of seeking advice from the appropriate external agencies and undertake statutory assessment.

We provide additional resources and support for children with special needs. The schools produce an individual Learning Passport (LP) for each of the children who are on the SEND register or have an EHCP. 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.

The Early Years Foundation Stage

The curriculum that we teach in the Early Years classes meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

We fully support the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Early Years classes builds on the experiences of the children in their pre-school learning. We build positive

partnerships through visits by the Foundation Stage teachers to local nursery schools and through other professional liaison.

During the Foundation Stage, the teachers make continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Local Governing Boards.

We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through the Learning Journey.

Roles and Responsibilities

The Head of School has overall responsibility for the leadership of the curriculum and for monitoring its provision. The Senior Leadership Team at each school have responsibility for developing and updating the curriculum and ensuring, with the Head of School, that the curriculum has appropriate coverage shows progression and is consistently monitored.

Curriculum coordinators, including the Senior Leadership Team, are responsible for ensuring the content and delivery of their subject, for monitoring provision, for keeping up to date with curriculum developments and providing or organising INSET where necessary. This will ensure that progress is tracked, challenge is appropriate and support and intervention is successfully directed.

The SENCO is responsible for the development of provision mapping and coordinating the work of support staff to achieve the best possible outcomes for individual pupils.

Class teachers ensure that the curriculum is thoroughly planned, appropriately delivered and that the aims are achieved for their class. They regularly review and, if necessary, update medium-term plans.

The Local Governing Boards of each school monitor the success of the curriculum at committee level and at whole Governing Board meetings through the Leadership report to the Governors.