



Name of policy: CURRICULUM STATEMENT

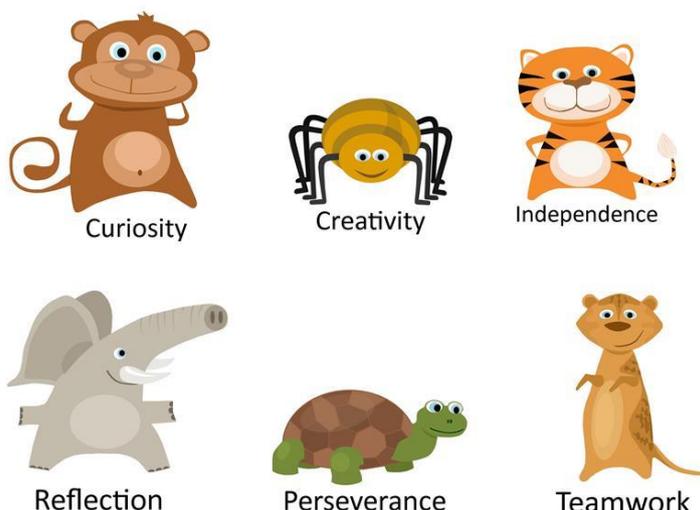
Version	Date	Approved by governors	Description
1	May 2015	16.05.15	New statement as per legislation
2	December 2016	15.12.16	Statement reviewed – no changes made
3	November 2017	04.12.17	Statement reviewed – no changes made
4	November 2018	10.12.18	Statement reviewed – no changes made
5	November 2019	04.11.19	Statement reviewed – no changes made

This policy is due for review on: Autumn 2020



Highwood Primary School Curriculum Statement 2019 / 20

At Highwood Primary School we offer a curriculum which is built around opportunities to promote our school's Learning Behaviours.



It is also focussed on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each phase of the school. The curriculum incorporates the statutory requirements of the new National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

Pupils are still working on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1. There is a period in the Autumn Term where the majority of children progress to the National Curriculum. Throughout this period and beyond all children are still developing their phonic knowledge through the Letters and Sounds Programme and developing their fluency in reading through Daily Supported Reading.

The National Curriculum requirements and school requirements are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly. The spiritual, moral, social and cultural development of our pupils and their understanding of British Values as well as the school values are woven through the curriculum.



The English curriculum and the mathematics curriculum are built on the principles of mastery and deep learning. Our core message is doing less, but better, for longer. Our planning cycle makes sure that key concepts are fully understood before moving children on. As a school, we also use Bloom's Taxonomy to underpin our differentiation in order for children to experience higher order thinking skills within each concept. This is an expectation of all children regardless of their starting point. Subjects are taught in mixed ability groups in Key Stage 1 and Key Stage 2. In all year groups there are small group interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers and instructors support music, physical education and the teaching of French. All subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Theme weeks, whole school activities and opportunities within and outside school all enrich and develop the children's learning. After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science.

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing children as learners and treating children as individuals is at the heart of all our teaching and learning.