



Hudson Road Primary School Curriculum Policy

Introduction

The curriculum is the means by which the school achieves its objective of successfully educating and equipping children with the knowledge, skills and understanding that they need to lead fulfilling and productive lives.

Our wider school curriculum was rewritten in January 2020, to ensure that it was successful in meeting the needs of the varied and diverse catchment the school serves, whilst also fulfilling all of the requirements of the National Curriculum and the locally agreed syllabus for religious education. At Hudson Road Primary School, we are proud of our unique and challenging curriculum which promotes a lifelong love of learning. The curriculum has written into its intent, the aspiration to realise the highest standards in attainment, personal growth and development of all of our children.

Intent

- ✓ To provide high quality and inclusive education for all pupils
- ✓ To inspire curious minds and develop a lifelong love of learning
- ✓ To embed in pupils a determination to succeed despite the obstacles
- ✓ To empower pupils to take control of their own health and well-being
- ✓ To enable pupils to become confident and resilient learners
- ✓ To enable students to make a positive contribution to their community

Our Core Values

- ✓ **Challenge**
We challenge minds, encouraging strength and resilience to ensure positive futures. .
- ✓ **Curiosity**
At Hudson Road we value meaningful learning that sparks curious minds – a journey of discovery and excitement.
- ✓ **Growth**
We value growth through creativity, offering opportunities that inspire and excite children, staff and the wider community. We value everyone's strengths, differences and sense of possibility.

Agreed staff: April 2024

Next Review: April 2027

Author: Mr A Trewick

✓ Belonging

We value our unique and diverse school as the centre of a community that shares our sense of success and pride in all that we achieve.

✓ Respect

At Hudson Road we care about and respect each other's individuality. We value and appreciate hard work and effort through personal praise and reward.

Implementation

Our curriculum is implemented through the use of carefully created knowledge, vocabulary and skills documents. The documents have been created by each subject leader in conjunction with the curriculum leader, external advisors, governors, staff and children. This has allowed Hudson Road to develop a system which shows a clear flow of progression in knowledge, vocabulary and skills from the Early Years to Year Six. It facilitates high levels of challenge between year groups and phases in school, as children build upon their prior learning. The focus on embedding and developing vocabulary is of paramount importance due to the high level of speech and language referrals made by school in the Early Years and the number of children on roll who speak English as an additional language. This is evident in teacher planning, children's books and school display.

Teaching and learning at Hudson Road is enquiry based, where possible and this allows pupils to be active learners who take a real ownership of their learning. The work set for all pupils is relevant, purposeful and matched to their specific needs and abilities. Teachers have the flexibility to plan for a broad and balanced curriculum by either teaching blocks of each non-core subject or weekly sessions throughout the term. All staff recognise that a good curriculum is balanced and wide-ranging. It includes all of the subjects contained within the National Curriculum and acknowledges the relationship between them. As well as the National Curriculum, including PSHE, we teach RE based on the Locally Agreed Syllabus; and for Relationships and Sex Education (RSE) we have a program based on our agreed policy with our parent RSE support group.

At Hudson Road, we also believe that a wide range of firsthand experiences and off-site visits allow children to explore and further develop their knowledge of the world around them. These are carefully planned for and linked prudently to the learning taking place within the classroom, helping to raise children's future aspirations. For older children, residential trips are an important part of the curriculum and encourage learners to take risks in an atmosphere of trust and safety.

The curriculum that we teach in the Early Years, meets the requirements set out within the Development Matters document and the guidance as updated in 2023. Our curriculum is based on the Early Learning Goals, presented in Development Matters, and on developing children's knowledge, skills and experiences. We fully support the

Agreed staff: April 2024

Next Review: April 2027

Author: Mr A Trewick

principle that young children learn through play and by engaging in well-planned and structured activities.

Organisation and planning

We plan our curriculum by year group. We deliver the statutory elements of the National Curriculum for each key stage using the whole school knowledge, vocabulary and skills documents for each non-core subject. Teachers use the KVS documents to create short term plans for each subject which are then evaluated and annotated after each taught session. Planning is also made available for subject leaders and members of the senior leadership team, at agreed times throughout the academic year, so that further areas for improvement can be identified.

The curriculum and inclusion-matching the needs of individuals

We are not all the same, and the different learning needs of individuals are central to the planning and implementation of our curriculum. The principle of matching the challenge of the curriculum to the needs of individuals is fundamental to effective education.

Many learners need special help at some point in their education, and all pupils need to feel valued for their achievements, at whatever level. At the same time, all pupils have equal rights of access to each curriculum area, and this right is irrespective of physical or academic ability, or gender, or ethnic or cultural origins. (See Hudson Road Equality Information and Objectives and SEND/Inclusion Policy)

Impact

The curriculum is monitored by the Headteacher, Curriculum Coordinator and the relevant Governors' Committee to ensure that successful implementation results in:

- ✓ High academic standards for all – with consistent progress and attainment across all year groups
- ✓ Pupils have aspirations for further education and employment, regardless of their background
- ✓ Attendance rates at school in line with or above the national average due to the inclusive and enquiry-based approach to learning
- ✓ Pupils have positive attitudes to their learning, with all pupils engaged in the school curriculum
- ✓ Pupils in school have high levels of physical and mental well-being and support when they need it
- ✓ Pupils leave school with the desire to be positive citizens who take an active role in their community

Monitoring and review

The school's Governing Body has a specific sub group of governors who are responsible for monitoring the way the school's curriculum is implemented (the Standards and Effectiveness committee). The Headteacher and Curriculum coordinator report to governors and are responsible for the day-to-day organisation of the curriculum, and monitoring of its effectiveness to ensure that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their individual subjects are implemented throughout the school and identify subject strengths, areas for development and training.

All staff have access to relevant continuing professional development throughout the academic year.

This policy is monitored by the Governing Body and is reviewed every two years.

Other relevant policies:

Special Educational Needs/ Inclusion Policy

Equality Information and Objectives

Early Years Policy

English policy

Mathematics policy

Individual subject policies