



HYLAND HOUSE SCHOOL

CURRICULUM POLICY

Start Date: September 2023

Review Date: September 2024

Hyland House School curriculum has been designed to meet the unique needs of our pupils. The curriculum is the totality of pupils' learning experiences at Hyland House School.

Introduction

The curriculum at Hyland House School encompasses all the learning experience, which take place within it. The school aims to develop its pupils as autonomous learners and to allow them to fulfil their potential within a caring Christian framework. The curriculum will be dynamic, evolutionary and pay due regard to national legislation and local authority policy but will be principally guided by the School's Mission Statement and Aims.

Mission Statement

To develop the potential of every individual by providing the best education through experience of a Christian Community within which all members may grow in faith.

To support our Mission, the curriculum will be coherent, have breath and balance and allow for differentiation, progression and continuity. It will be proactive and show due regard to all aspects of teaching and learning experiences which facilitate the development of the whole child, spiritually, morally and academically.

We believe that our curriculum should be rich, ambitious, balanced and relevant to the needs of all pupils within our school, considering age, aptitude, locality and physical capability. It will uphold the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs or none. It will also cover health and relationships education.

The taught curriculum is based on the 2014 National Curriculum. We seek to ensure that our children have a range of learning experiences that challenge, stimulate and promote thinking and learning.

The aims of the curriculum are to:

- provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment,
- enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations,
- support pupils' spiritual, moral, social and cultural development,
- promote spiritual development within the context of the Christian faith whilst promoting awareness of and respect for other faiths,
- promote physical, cultural and mental health and well-being development and an awareness of the importance of a healthy lifestyle,

- enable children to be aware of the importance of and participation in arts and culture,
- enable pupils to develop moral sensibility through carefully taught values,
- develop the personal and social skills of each child underpinned by respect for others,
- Promote a positive attitude towards learning,
- Equip pupils with the knowledge and cultural capital they need to succeed in life,
- Promote high levels of competence in the core subjects of English and Math
- Prepare pupils for the opportunities, responsibilities and experiences of adult life,
- Teach our pupils to live well in a diverse world, as confident, responsible citizens.

The curriculum is planned effectively, providing continuity and progression. It aims to promote enjoyment and commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils.
- enable pupils to make connections across different areas of learning.
- help pupils to think creatively and solve problems,
- develop pupils' capacity to learn and work independently and collaboratively,
- enable pupils to respond positively to opportunities, challenge and responsibility,
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The organisation of the curriculum

- The curriculum is taught through discrete subjects and linked "topic" areas, where relevant.
- Curriculum maps for KS1 and KS2 classes outline the general focus of the subjects taught at Hyland House School.
- Units of work are planned, usually over half a term's duration. Medium Term plans show the progression of learning objectives within these units of work. Teachers devise their own short-term planning for each week to outline the finer details of the children's learning journeys.
- The children are taught in mixed age, mixed ability groups for most subjects, though teachers also make use of grouping by ability to support and stretch pupils.

School Structures

At Hyland House school we have multi-grade classes. That is years 1 & 2, 3 & 4, 5 & 6. Since we register children from 2 years old, they work separately with their teachers following a curriculum

tailored for their level of development. Sometimes the 2-year-old will occupy the same space for the reception and nursery children. This offers them an opportunity for developmental play and social interactions.

Although the reception and Nursery occupy the same space for most of the day, they are taught in separate groups.

Curriculum Content

The following tables outline the full content of our curriculum, organised according to our aims. We consider everything that happens in school to be part of our curriculum, including things like lunchtime play. This is because we believe all experiences in school can and should involve learning and can and should be designed to maximise learning. The content outlined below is introduced to pupils gradually, from the point they begin to access the EYFS curriculum in our 2-Year-Old provision, to Key Stage 2.

Aim 1: Teach our pupils to learn well.
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Subjects and Approaches	Explanation
Hyland House Values	At Hyland House, a set of values, chosen by our pupils, parents, staff and Governors, guide all our work. They are active values, focused on behaviours that are positive for learning and wider life. We actively explore them daily, through our morning greetings, class devotions and assemblies. We reinforce them with recognition during our celebration assemblies on a Friday. By the time a child leaves our school he or she must know these values.
Positive behaviour approach (Extra Love)	In our school we run a whole school approach to managing and developing children’s behaviour. It is based on positive reinforcement and the recognition that behaviour is ‘good’ when it benefits others and ‘bad’ when it does not. Positive behaviour in class and school is central to effective learning. We have one simple rule: BE KIND! Our positive behaviour system is gradually introduced through EYFS where children are reminded to use KIND HANDS. Whilst by the time pupils get to Year 1 the system is fully applied onwards.
Mindset	The attitude children bring to their learning in general and to particular subjects is crucial to their success. If pupils believe they cannot achieve something, they will limit themselves significantly. If they approach subjects with confidence, they are likely to try harder and cope better with setbacks. In education we refer to ‘fixed’ or ‘growth’ mindsets. A fixed mindset is an attitude which assumes we are either good at things or not. This attitude can lead us to feel demotivated and put little effort into things we have decided we cannot do. A growth mindset recognises that we can become better at anything through effort and practice. It focuses not on a limiting sense of who we are now, but on an enabling sense of our potential. At our schools we aspire to build growth mindsets in all our pupils. We encourage positive attitudes to mistake making, actively develop resilience in children and

	focus praise on their efforts. All our children are taught to embrace the Biblical view that I can do all things through Christ who strengthens me (Philippians 4:13).
Inclusion	We place high value on being an inclusive school. For us this means that all groups of children and adults feel included and that the curriculum and the learning environments in the school represent all of the protected characteristics identified in the Equalities Act. We invest in teaching our staff and children to be aware of what prejudice looks like and to know what to do when they witness it.
Feedback	Constructive feedback is one of the most effective tools for enabling learning. In our schools we do not engage in laborious book marking. Instead, we analyse pupils' learning on a daily basis and give feedback to them in timely, specific ways, helping children build on their strengths and close gaps in knowledge and understanding. Because we are a small setting, this can be done individually but many times it is done as a class.
Environment	The spaces in which children learn have real influence on their states of mind: on their ability to organise their thinking and bring a positive, focused attitude to learning. We aim for environments that are engaging, with accessible displays and resources that promote, support and celebrate learning. We create organised and flexible working environments.
Play	<p>We believe that opportunity for inclusive, creative play is a crucial element of our Curriculum. Play is the natural way to learn. Its benefits include:</p> <ul style="list-style-type: none"> • Social and Emotional Development: Play involves learning about collaborating, compromising, communicating, competing well, resolving disputes and caring for friends. It is a keyway in which children develop self-regulation. • Well-being: Great play is enormously absorbing and fun. • Learning: Play is a laboratory of life, in which children practice and explore the wider world. They embed learning, develop understanding and discover personal interests, talents and identities. • Language: Play is often highly communicative, enabling pupils to share and 6 stretch each other's vocabulary and spoken grammar. • Creativity: Play is an intrinsically creative activity, which stretches learners' imaginations. • Rights: Play is a right under the UN Convention on the Rights of the Child. Play is intrinsic to our approach to teaching and learning in Early Years and Key Stage 1 classes.
Collaboration	Collaboration is a key skill for learning and life. Learning throughout children's schooling requires them to work regularly and effectively with others. Pupils learn a huge amount from each other. The ability to cooperate is key for a successful adulthood. Hyland House collaborative activities are central to the way we teach

	<p>in classes.</p> <p>We allow our mature year 6 pupils to mentor and support the EYFS pupils during lunchtime. This helps to develop their leadership skills and support their confidence.</p>
Home Learning	<p>The purpose of the home learning we set is:</p> <ul style="list-style-type: none"> • To encourage parents to engage in the learning their children are doing at school and equip them to give us feedback about learning needs they see in their children. • To enable children to practice and reinforce learning at school. • To encourage self-discipline and organisation around independent learning, to ensure pupils are ready for Secondary school.

Aim: Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success.

PSHE	<p>Many aspects of PSHE are taught through other subjects. We also teach weekly PSHE lessons and incorporate aspects of PSHE into our assemblies, school council and focused days. This includes health and wellbeing, healthy eating, sustainability, cultural competence, bullying, peer on peer abuse including sexual harassment and online safety.</p>
Exercise	<p>Physical health is essential for children's wider wellbeing, for their mental health, academic success and to help them develop constructive attitudes to health in adulthood. In our school we engage pupils in a regular daily mile walk to encourage fitness. We also ensure that every child is involved in weekly PE lessons. Once a year we have a 5k sponsored walk as well as participating in the mini marathon.</p>
Cultural Experiences	<p>We build significant cultural experiences into everything we do. For example Black History is not just a month but it can be celebrated throughout the year. Our children get the opportunity to meet and work with people from a wide cross section of society. Sometimes through assemblies and sometimes in their classes. Our aim is to build broad cultural capital amongst all our pupils.</p>
Vocational experiences	<p>We think it is important to develop our pupils' understanding of the world of work. Above all we want them to broaden their knowledge of the many professions they could engage in as adults, so that they can aspire with purpose and breadth. Pupils either visit and learn about a place of work, or a professional visit us and explores their vocation with our children.</p>
RSE	<p>RSE is part of PSHE. Education about relationships runs throughout our Curriculum. In particular we address it through Behaviour, Play, PSHE and Cultural Competence. It is a compulsory part of the National Curriculum for all children. Sex Education is taught in Years 2 and 6, in a block in the Summer term. It focuses on helping children understand bodily changes as they approach puberty. Parents</p>

	have the right to withdraw their children from Sex Education lessons. We inform parents about the content of lessons before they take place. We do this by running parent workshops the week before the specific content is taught.
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Ensure broad and balanced knowledge of the world.

PE	The school follows the National Curriculum for PE. We employ a sports coach to teach the fundamentals, fitness, athletics and games sections of the curriculum in Years 2-6, during class PPA time. All of our skills are set out in progression ladders.
Music	Extended Music sessions are taught weekly. The school employs a specialist Music teacher to teach Music theory to all our pupils and teach them to play various classical instruments.
ICT	ICT is blended in with the regular curriculum. Each child has an iPad which they are able to use for research and supplement their lessons. Online safety is also taught through fortnightly phase assemblies.
Science	Science is taught through an interleaved approach, helping pupils remember broad scientific knowledge over the long-term, as well as ensuring that teachers and pupils can effectively identify and address misconceptions. We place a lot of value on practical investigations. We also often try to link it to other subjects, such as writing. In EYFS , although specific Science content is matched to topics, some skills are taught in an ongoing way through the continuous provision opportunities offered.
History and Geography	These subjects are taught through our termly Topics. We encourage our staff to integrate history and geography with English, as the core skills pupils need for these subjects are very similar. Teachers will teach each subject one at a time and for a couple of weeks at a time, interleaving the subject throughout the term. In EYFS to Year 1, specific History content is matched to topics. The concept of chronology and how people and events fit together in time is explored in an ongoing way through Knowledge and understanding of the world.
Religious Education (RE)	This is a very important part of our children’s learning experience. We have daily devotions, whole school assemblies twice per week. RE is taught in each class at least once per week. Children learn about their religion but also other faiths and are given the chance to challenge and explore the opinions of others. In EYFS to Year 1 RE teaching is ongoing. RE content is covered through Knowledge and understanding of the world.
Art and Design	We teach art as part of our Topic cycle, ensuring learning in art is linked to the wider curriculum. In art, children are taught to use a range of techniques and materials. We enrich the art curriculum through workshops and visits to local and national galleries, as

	<p>well as study of artists and architects.</p> <p>In EYFS and Year 1, the Art content that is covered is detailed in the curriculum overview for expressive arts and design.</p>
Design Technology	<p>At Hyland House, DT (including cooking) is taught from Years 2 to Year 6. We follow the Kapow schemes of work to teach the National Curriculum for D&T in an imaginative way. DT is also sometimes included within our writing cycle when children are writing instructions and explanations.</p> <p>In EYFS and Year 1, the content that is covered is detailed in the curriculum overview for expressive arts and design.</p>
French	<p>At Hyland House we have French teacher who teaches the children once per week.</p> <p>Pupils from year 3-6 usually participate in a trip to France to enrich their learning experience of the language.</p>
Extra-Curricular Clubs	<p>We offer extra-curricular clubs after school each day. Our aim is to ensure that all pupils have the opportunity to engage in extra-curricular activities whilst at our schools, as a means of enabling them to discover and develop particular talents and interests.</p>

Ensure high levels of competence in the core subjects of English and maths.

Reading and Phonics	<p>In EYFS and Year 1, the children partake in daily phonics sessions following the Read, Write Inc. scheme. Children in Year 2, who did not pass their phonics screening test at the end of Year 1, continue to follow an adapted version of the Read, Write Inc phonics programme, as a daily targeted intervention to improve reading. Those children in year 1, who reach the end of the RWI phonics programme, start daily reading comprehension. As well as teaching reading directly, we put effort into encouraging a love of reading. Children are given time throughout the day to read for pleasure as well as having opportunities to listen to stories read by their teachers. We have a well-resourced library with a rich range of texts, accessible to all our children.</p>
Handwriting	<p>The ability to form letters well on paper begins with the development of both fine and gross motor skills in our 2 Year Old and Nursery provision. Extra support is given to pupils with poor fine motor skills. Nursery and Reception classes learn letter formation in line with the Read-Write-Inc. Phonics programme. Children learn correct letter formation using the same picture mnemonics that they have already learned in phonics lessons. Letter formation is taught in handwriting groups, e.g. 'around letters' such as 'c' and 'd' and 'down letters' such as 'l' and 'm'. Reception, when appropriate, practice finger warm ups and some of the starters from the scheme. They may also include it in their continuous provision.</p> <p>Handwriting is taught daily in Key Stage 1. Children in year 1 revise letter formation, posture and pen grip which then progresses to learning how to join in the Spring term. This continues in year 2 with a focus on consistency. In Key Stage</p>

	2, children are encouraged to present their work neatly and write using joined up handwriting.
Writing	Children have daily opportunities to write. They build up to a piece of extended writing, which they plan thoroughly and have structured opportunities to review and edit.
	<p>We aim to make maths teaching and learning:</p> <ul style="list-style-type: none"> • Fun and engaging – a subject that children talk about with excitement! • Captivating and stimulating – with opportunities for playing games, solving puzzles and challenges. • Challenging and motivating for all – with the children desperate to solve problems, investigate and discover. • Purposeful and linked to real-life problems and events. • Interactive – with lots of independent thinking and discussion of ideas and strategies. <p>We achieve this through a weekly cycle that involves engaging in real life problems, learning maths through our challenge system, which gives pupils choice in their learning and engaging in open-ended investigations. We have also built in daily opportunity for short, repetitive learning of key mathematical knowledge.</p> <p>Our approach is supported by the White Rose scheme of learning which provides a clear progression map for learning, as well as a calculation policy that is structured around a progression from concrete methods, using physical objects, to pictorial, drawn methods and finally abstract approaches.</p>

Teach our pupils to live well in a diverse world, as confident, responsible citizens

Cultural Competencies	Cultural competence means developing an understanding and appreciation of diversity, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. This is about preparing learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society and develop their understanding of fundamental British values.
School Councils	School councils are a common feature of Primary Schools. They are a means of engaging pupils in strategic decision making about their school. They are a mechanism for enabling pupil voice. The classic model of a school council involves children choosing councillors from their class to represent them. We think this can

	lead to exclusivity, with some pupils taking on responsibility as school councillors, but most not.
Assemblies	We run a whole school assembly twice weekly including celebrating our pupils' successes and collective singing. We see assemblies as part of our Curriculum and have designed them to include regular learning about current affairs, our school values and key religious and cultural festivals.

Coherent Planning and Sequencing

Many of the aspects of our curriculum outlined above are approaches, such as our Positive Behaviour System, or routine learning experiences, such as Regular Exercise. Other aspects of our curriculum are key academic subjects that involve children learning specific knowledge over time. These subjects are taught in stages that build on each other, from Early Years through the primary key stages of the National Curriculum. We have developed our own progression maps for some of the subjects we teach. In other areas of learning, we use carefully chosen, external schemes of work. Whether we have bought pre-designed schemes of work or designed our own progression maps, two key principles apply.

- Knowledge is sequential. The new knowledge we expect pupils to learn must build on prior knowledge in a clear and structured way.
- Progression maps and schemes of work across different subjects should be complementary. Subject knowledge should not be siloed. Effective learning needs to build links across our curriculum. This often means teaching subjects in combined ways.

Curriculum Review and Development

We regularly review the content, implementation and impact of our curriculum, to ensure we are meeting its aims as effectively as possible. The systems of review we use include:

- Fortnightly reviews of learning, which include looking through the work of several pupils in a class and interviewing pupils about their learning. Feedback is provided to teachers and where whole-school issues are identified; action is taken to improve curriculum guidance.
- Termly joint-school planning sessions, in which teachers from both schools in our federation meet in phase teams to design the next term's topic maps.
- Regular learning review days, in which aspects of our curriculum are reviewed in detail, leading to a report, shared with staff and Governors, outlining strengths and action for improvement.
- Annual review of all curriculum subjects, with senior teachers and leaders, to explore the effectiveness of current progression maps and schemes of work, as well as perceived gaps in teacher subject knowledge. Actions for improvement are agreed.