

**Church Hill School  
Burlington Rise  
East Barnet  
Herts EN4 8NN**

**Telephone No: 020 8368 3431**

**Fax: 020 8368 1602**

**e-mail: office@churchhill.barnetmail.net**



**Name of policy: Curriculum.**

**REVISION HISTORY**

<b>Date</b>	<b>Version</b>	<b>Description</b>

Head Teacher \_\_\_\_\_ Date \_\_\_\_\_

Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_

## **Introduction**

At Church Hill School we base learning on the National Curriculum which came into force in September 2014.

The National Curriculum document for Primary Schools can be found at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

This is the statutory primary national curriculum. It includes the programmes of study and attainment targets, for all subjects at key stages 1 and 2. The document sets out all the expectations for every subject for each age group. This is used as the basis for planning and assessment at the school.

## **Aims and Objectives.**

At Church Hill School, we aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach to learning. This means that subjects are integrated so that they link together. For example the topic of water may be used to teach aspects of the English, science, history, geography, design technology and art curricula. If a subject does not naturally link to a topic, this will be taught as a discrete subject.

Our Curriculum aims to deliver a twenty first century education that will equip our children with the skills required to be an independent and responsible citizen.

We aim to deliver this through:

- Developing children's skills as effective, powerful learners
- Developing a sense of community and belonging, contributing to our community through direct interaction – making links with local organisations
- Equipping children with skills for life, through practical work
- Providing opportunities for children to extend their learning inside and outside of the classroom
- We emphasise the use of the outdoor learning environment to enrich learning
- Making learning more meaningful, through putting it into context
- Holding a flexible timetabling approach to make space for true depth of study
- Establishing cross-curricular links to foster a broader understanding
- Working through topics that engage children
- Involving the children in the planning and the direction the learning takes

## **Teaching and Learning Style.**

- We use a variety of teaching styles
- We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children.

We achieve this in a variety of ways by:

- having high expectations
- setting common, open ended tasks to elicit a variety and depth of response;
- challenging tasks generally set at 3, allowing children to select their own entry level, scaffolding where appropriate;
- providing practical opportunities for kinaesthetic learners;
- using visual stimuli and artefacts to promote interest (opportunity for children to bring in items from home);
- having a hook or similar topic start to engage children
- using trips and visitors to further understanding

### **Creative Curriculum Planning.**

- We ensure that all objectives on the National Curriculum are covered through creative curriculum including those that are particular to Curriculum 2014. There are 4 parts to our planning:
- Long term themes for the year; these are what themes will be taught and when. On occasion we may have a number of shorter themes where all of the school works together to promote cross phase work.
- The medium term plans for each theme hold the relevant objectives for the theme. These are be highlighted, as the activities are covered and assessed at the end of each topic. Included here there could be opportunities for trips and visits.
- Teachers use the objectives, and translate them into meaningful activities for the children.
- A formative assessment of children's' understanding/ final summative assessment of children's' learning

### **Assessment**

#### **Formative**

Formative assessment is the ongoing assessment that allows teachers to see childrens' capabilities and identify what they still need to learn.

- Each lesson is planned with a minimum of 3 levels of challenge, which are scaffolded to allow children to move between challenges as required. These are stuck onto the children's work as labels.
- The teacher assesses what a child has achieved during the lesson and highlights what the level of challenge they are working at.

#### **Summative**

Summative assessment is the assessment which show what a child has achieved at the end of a topic or at the end of a year or phase of learning.

- Half termly assessment weeks are used to assess what children have learnt during the term.
- At the end of each Key Stage; Foundation Stage, Key Stage 1 and Key Stage 2 there are statutory National assessments.

### **Equal opportunities and special educational needs**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this. It is our intention that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEN).

On occasions there may be children who need to be disapplied from part or all of the National Curriculum because of specific needs. This will be done in conjunction with advice from outside agencies and in consultation with parents.

### **Monitoring and Review.**

The collective staffs, in curriculum teams, are responsible for monitoring and reviewing the Creative Curriculum

### **Early Years Foundation Stage (EYFS)**

Further details about the EYFS curriculum can be found in the school's Early Years Foundation Stage Policy.