

Hartford Junior School



Curriculum Policy September 2024

Lead person: Mrs Rae Lee
Adopted by Governors:
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Vision and Values

We believe in bringing out the best in everyone.

We provide an education that supports all our children to be **curious, confident** learners who can **communicate** effectively.

We ensure all children are:

- **Articulate**, using a rich vocabulary
- **Independent**, active learners who are self-motivated
- **Happy**, with a love of learning
- **Resilient** problem solvers, who strive for improvement in all they do
- **Respectful** members of the community, with high standards of behaviour

We offer high standards of teaching and learning in an enabling, inclusive environment where each child is nurtured and valued as an individual and encouraged to reach their potential.

We value six fundamental characteristics of learning that encourage the children to be the very best version of themselves.

These are our **Hartford Habits** which focus on:

- aiming high
- involvement
- perseverance
- problem solving
- reflection
- teamwork

Curriculum Intent

At Hartford Junior School (HJS) we have a bold and engaging curriculum that develops the following **core skills**:

- **Curiosity** (question, observe, enquire, understand)
- **Confidence** (resilient, independent, reflective, self-motivated, problem solver, resourceful, self-regulate)
- **Communication** (read, write, represent, reason, speak, listen, present, collaborate)

We build on the skills and foundations taught at our **Infant and Preschool** and continue to make connections across year groups and subjects where possible. Our curriculum focuses on the **substantive knowledge** and **disciplinary knowledge** children need to acquire. These represent a more academic approach to knowledge categorisation and provide a **clear framework** for teaching different subjects albeit in a **cross curricular way**. We believe that all children have a right to a broad, balanced, and relevant education which provides continuity and progression and takes individual differences and barriers into account. We aim for all pupils to develop the knowledge and skills they need to succeed across the curriculum and reach their potential. We will provide an **engaging** and **accessible curriculum**, relevant to our **community**, promoting our **school vision** and **values**, to develop a lifelong **love for learning**.

Using recent **research** [EEF-High Quality Teaching for Education Professionals] to support all children's learning we believe our **enquiry curriculum is best seen as an iterative process**, one which ensures that modifications are agile and responsive to our children's needs. We have considered long-term retention of key knowledge and skills and how children can be helped to make strong links between ideas and topics. Substantive knowledge and disciplinary knowledge capitalise on crossovers between topics and subjects where appropriate.

SEND Learners

At HJS we will provide a **secure** and **accessible environment**, within which all our children can flourish. Teachers will have **high expectations for all children** and will meet individual needs as they arise. This bespoke provision may mean making changes to the environment, methods of communication or resources utilised. Staff will be deployed to support children in the most appropriate manner and outside agency advice will be followed. In our lessons we will help pupils develop the skills and knowledge needed to succeed across the curriculum and reach their full potential. Our teachers recognise that children all begin at different starting points, **each child's progress is unique** will be **tracked rigorously** and **celebrated**. Our children will become, to the best of their ability, **inquisitive** and **independent** learners, prepared to challenge themselves and try new experiences on their journey. All staff will work with rigour and

determination to prevent any form of learned dependence. All children will demonstrate tolerance towards each other and be inclusive of all groups within their learning, play and social time.

Individual Subjects

Core subjects

All the core and foundation subjects outlined below will incorporate **oracy**. In our lessons, we will encourage effective questioning, active listening and constructive peer discussions using sentence stems with Makaton to ensure they are rich in talk. Our children will be able to share their thoughts articulately both orally and in written formats.

In **English** we will provide for the language development of pupils and will extend and build upon their ability to use language to think, explore, recognise and communicate their ideas. We will teach children specific oracy, reading and writing skills which are then embedded across the curriculum throughout the day. Our children will be literate so that they can **communicate their ideas and emotions to others effectively**. We will inspire our children to have a **passion for reading**. Our children will encounter a variety of rich texts which are thought provoking and engaging.

In **maths** will develop our children's fluency in the fundamentals of mathematics through a teaching for mastery approach. It will develop their ability to reason mathematically and solve problems, applying their learning in a range of contexts within the aspects of number, measurement, geometry and statistics. Central to our curriculum ethos is the belief that all children can **learn and enjoy maths** have the potential to attain high standards in their maths learning. Our children will become **confident, curious, resilient and able mathematicians**, who think deeply and demonstrate a positive, **can-do attitude** towards maths. They will develop deep, long-term, secure and adaptable understanding of mathematical concepts and will be able to talk confidently about their reasoning and understanding using precise mathematical vocabulary. They will be able to solve a range of problems through fluency with numbers and mathematical reasoning and will develop vital skills which will enable to succeed in later life.

In **science** our curriculum fosters a healthy **curiosity** about our world including light, sound, rock and soils, forces and magnets, electricity and materials and promotes respect for living things: plants, animals and humans. Children will engage with substantive and disciplinary knowledge whilst working scientifically. Our **enquiry curriculum has the flexibility to introduce content earlier or later that set out in the Programme of Study**. This is based on research [EEF-High Quality Teaching for Education Professionals] capitalising on **cross over between topics and subjects** where appropriate. All **substantive** and **disciplinary** knowledge is carefully planned for each year group on our **HJS Curriculum Progression Document**. We enable the children to apply their knowledge of science when using equipment, conducting experiments, building arguments, and explaining concepts confidently and continuing to ask questions about their surroundings. Our children will have a positive attitude towards science and be able to explain concepts explored confidently.

Foundation subjects

In **art and design** we will study a different artist each term in LKS2 and UKS2. These artists have been carefully chosen to suit the age of our children, the community in which we live and the skills we wish to teach. These are carefully planned in our **HJS Curriculum Progression Document**. Children will engage with the key elements, painting, drawing or sculpture with a range of materials, and we will always begin each unit with an observational drawing session in sketchbooks. Our children will develop a wide knowledge of artists and artistic skills, which they will be encouraged to practise and refine.

In **computing** we prepare our children for modern life and support them to become digitally literate and resilient users of technology. Our children will engage in solving problems logically whilst understanding the responsible use of technology using the **Teach Computing Scheme of Work**. Every child has access to their own iPad to support their classroom learning. Children use Seesaw, which is a digital learning tool that supports, engages, and enhances learning experiences. Our children will be able to make creative and safe choices when using digital computing equipment. The key skills of Understanding Technology, Online Safety, Programming and Digital Literacy are carefully planned on our **HJS Curriculum Progression Document**.

In **design and technology**, we will focus on practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows our children to reflect on and evaluate present and past design and technology, its uses, and its impacts. Our children will engage with the following five key areas: design, make, evaluate, technical knowledge, cooking and nutrition using the Kapow Scheme of Work. We carefully select these units of work to further promote our enquiry curriculum ensuring the knowledge and skills are planned on our **HJS Curriculum Progression Document**. Our children will be better prepared to engage with the development of tomorrow's rapidly changing world. Being **creative thinkers** encourages children to make positive changes to their quality of life, enabling them to become autonomous and creative problem-solvers, both as individuals and as part of a team.

In **French** we ensure our children engage with the **four key language learning skills** (listening, speaking, reading and writing) within each lesson, whilst at the same time develop their awareness of phonics, vocabulary and grammar in an

age-appropriate way. Children will build on previous knowledge as their foreign language lessons continue to recycle, revise and consolidate previously learnt language. Pupils are encouraged to use and apply their learning in a variety of contexts, to be experimental and to be curious in language learning, thus laying down solid foundations for future language learning. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming **life-long language learners**.

In **geography** our children will engage with a curriculum that focuses on **substantive** and **disciplinary** knowledge. It has been designed to incorporate **local geographical features** as well as learning about the wider world and our place within it. The curriculum will develop an understanding of concepts, knowledge and skills as recommended by the **Geographical Association** and planned in our **HJS Curriculum Progression Document**. We strive to make our learning as practical and purposeful as possible, including walks, trips and other enriching learning experiences. Our children will be able to **make connections** and build upon the knowledge and skills taught whilst becoming sophisticated geographers who are curious about world they live in.

In **history** we will provide our children with an engaging curriculum that develops key historical concepts built on over time throughout KS2. These include civilization, trade, religion, and power. These key themes are evident throughout each unit studied: ancient history, local history, and British history. The history units taught have been developed to help children appreciate their own identity within their local environment, and the challenges in their time. All **substantive** and **disciplinary** knowledge is carefully planned for each year group on our **HJS Curriculum Progression Document**. We will aim to develop **engaged, motivated and curious learners** that can reflect on the past, and make meaningful links, capitalising on cross over between topics and subjects where appropriate. This will allow our children to become sophisticated historians who understand the process of change over time and significant developments around the world.

In **music** we will provide children with opportunities to create, perform appraise and enjoy listening to music, whilst learning disciplined skills, musical notation and how to compose music through a programme that develops an awareness of musical traditions from a variety of cultures. Children will engage with an inclusive and engaging curriculum using the **Kapow Music Scheme**. We believe that **singing** lies at the heart of good music teaching with opportunities to sing in weekly assemblies, perform in choirs and to a range of audiences. Our children will be inspired to develop a **life-long love of music**, which increases their **self-confidence, creativity and imagination**, and provides opportunities for self-expression and a sense of personal achievement.

In **PE** we will prepare and support pupils to adopt a healthy and active lifestyle, supporting their mental and physical well-being. We will build the skills of self-confidence and perseverance and pupils will experience a real sense of achievement that this provides. Children will engage with a broad range of sporting skills using the **Get Set 4 PE Scheme of Work**. These skills are incorporated into competitive games, dance and gymnastic performances using movement patterns and evaluations of their own and others' work. Through **communication** and **collaboration** with each other, they develop an understanding of how to improve their response to physical activities and action this. There are opportunities throughout the year for pupils to participate in festivals and a wide range of sporting events. Our children will be in the best position possible to **swim with confidence**, and enthusiastically engage in a variety of physical activities and sporting opportunities as their educational and life journey continues beyond HJS.

In **Personal, Social, Health and Economic Education (PSHE)** we will teach the children to have **respect for themselves and others** within our **communities** (local, national and global). We aim to develop key character skills to enable the children to **stay healthy, safe and prepared for life and work**. Helping them to make **informed decisions, communicate effectively** and **self-regulation strategies**. Our children will be the best version of themselves and have a positive role in the school and wider community. We follow the **Cambridgeshire Personal Development Programme's 2 year rolling plan**. This enables a whole school approach to PSHE themes, allowing the school to work together when introducing and working on new vocabulary and concepts. The coordinator can more easily monitor provision and support other members of staff. Resources and activities, including outside visitors, can be focussed more effectively.

In **RE** we will ensure our children explore Christian, Islamic and Hindu stories and other principal religions in local, national and global contexts, through balanced and well-informed lessons that are taught as part of **our RE theme days each half term**. Children will engage with challenging questions about religious life, different festivals, places of worship, sacred writing, knowledge and belief, meaning and purpose. They will **learn to listen to, challenge and respect the ideas of their peers** and others using the **Cambridgeshire RE Agreed Syllabus**. Our children will develop their **sense of identity and belonging**, which will enable them to **flourish individually within their communities** and as **respectful citizens** in a diverse world.

Curriculum Implementation

Our curriculum **capitalises on cross over between subjects where appropriate**. We have chosen to share the **same enquiry across each phase: LKS2 [Year 3 and 4] and UKS2 [Year 5 and 6]**. We have a two-year cycle [cycle A and cycle B] of LKS2 and UKS2 enquiries to enable pupils to develop a wealth of cross curricular knowledge, linked directly to the skills delivered, and promote our school vision and values. This allows classes to make links with their learning

and allows staff to plan and share ideas as a team building on their **wider experience of professional knowledge**. Our **iterative curriculum** allows each Key Stage Phase to revisit **disciplinary** and **substantive** knowledge with the **complexity of the content** increasing each time learners encounter the topic or theme. Work in each shared enquiry is carefully planned and adapted to ensure that each year group is working at the appropriate level of progression.

We teach English, maths, reading and spelling/phonics skills as discrete, individual subjects, in addition to RE, PE, PSHE and French. Our LKS2 and UKS2 enquiries encompass science and the following foundation subjects: Art and Design, Design Technology (DT), Geography, History, Computing, Music. These skills are carefully planned each term and across year groups to ensure **clear progression, building on prior learning** and are highlighted in our **HJS Curriculum Progression** document. Our half termly, year group **enquiry organisers** detail the knowledge and skills to be taught within subjects, building on from prior learning.

Learning at HJS is pertinent to our children and ensures deep coverage of the National Curriculum. We provide enriching and memorable experiences for our children in their community and beyond. Each half term our 'sparky starts' generate **curiosity, enjoyment, motivation, and engagement**, leading into our LKS2 and UKS2 enquiries in which we teach **substantive** and **disciplinary** knowledge. Each enquiry is completed with a shared event to summarise the skills learnt and knowledge obtained.

See **HJS Curriculum Progression Document** and **LKS2/UKS2 A and B Long Term Curriculum Plans**.

Curriculum Impact

We want pupils to feel confident to make links between the **substantive** and **disciplinary** knowledge they are acquiring and to be able to develop their understanding of skills, key concepts, and ideas. To this end we have designed a **curriculum based around cross-curricular enquiries**. Our enquiry curriculum promotes high quality learning, and it is sequenced to equip children for the next stage of their education. Teaching through phases helps pupils deepen their understanding, correct misconceptions, and connect with each other through shared experiences over a 2 year cycle. By **continually expanding on core ideas, pupils develop stronger critical thinking and problem-solving skills, leading to better long-term retention**. [<https://thirdspacelearning.com>].

At HJS, **teachers know their children well** and are confident about pupil outcomes. They can discuss pupil knowledge and skills, and carefully plan support and challenge. There is good evidence [EEF-High Quality Teaching for Education Professionals] that **teaching subject knowledge and skills as part of a wider enquiry curriculum allows pupils to make useful links between subjects and different areas of learning and consolidate skills**. Children are also likely to be more engaged in their learning if it has an exciting context. Enquiry links are also made to English and maths learning where possible and relevant.

At the end of every half term, there is a **planned outcome** in which children can showcase the knowledge and skills they have learnt to assess what has been taught, and this is often shared with parents. Teacher assessment of these outcomes is recorded on our half termly **enquiry organisers** and is used as a basis for planning new enquiry topics, which follow our **Long Term Curriculum Plans** and **HJS Curriculum Progression document**. For those children working below expectations, support is put in place by class teachers and may include extra-curricular clubs or tasks, support from our SENCo and nurturing provision or additional classroom support when enquiries are revisited. Children are asked to articulate the skills they have learnt, and knowledge obtained, linking this to prior learning using taught oracy skills from each of the domains [physical, linguistic, cognitive, social and emotional]. The **key vocabulary** for each subject specific enquiry is outlined on the **enquiry organisers**. We expect *all* children to know *some* of these terms and when asked about this vocabulary, we encourage the children to use the learning journey boards which will display *some* of this vocabulary.

In addition, subject leaders include a pupil voice during monitoring work across the year and each term, children are given the opportunity to discuss the skills and knowledge learnt which provides additional evidence of the impact of our teaching.

Assessment of maths

At the beginning of each unit teachers complete a **Ready to Progress** assessment with their class using the NCETM resources and make relevant notes on their Ready to Progress assessment grids. This is used to inform planning and further strengthening activities for those children who have not yet mastered key concepts and to deepen understanding for those children who have. At the end of the Summer term Years 3, 4 and 5 use **NFER tests** as a summative assessment. Children who are identified as working below age-related expectations will use age-appropriate assessments, this may include KS1 SAT materials. All these assessments support teacher judgement. During termly parent consultations assessments are used to inform parents of next steps for their child. These maths assessments are also used when making termly summative maths judgements, alongside books and Seesaw evidence. Attainment and progress of maths is carefully tracked across terms using **Insight** and careful intervention is implemented for those pupils falling behind expectations.

Assessment of reading

Each half term children complete **STAR reading assessments** to determine an appropriate ZPD range, allowing them to choose a book suited to their reading level. Each time a child completes a book linked to the **Accelerated Reader** system they complete a short quiz to assess their understanding of the text. Teachers monitor and track their progress ensuring that they are choosing books within the appropriate range. Throughout **Reading Recharged lessons**, teachers continuously carry out AfL linked to the reading domains. At the beginning of each term children complete a **Reading Fluency Assessment** which identifies pupils who may have a particular weakness e.g. comprehension or phonics. Once identified, these children are assessed using **YARC assessments**. If a child is working significantly below age related expectations, they will be assessed fortnightly using the **Hartford Infant and Preschool Phonics Assessment grids**.

Assessment of writing

On a regular basis, children are given the opportunity to **write independently**. There are also further opportunities to share their knowledge and skills learnt through written pieces in enquiry subjects. Our writing units are planned to produce outcomes which link to the year group specific skills outlined in our **HJS Curriculum Progression Document**. At the end of each term, we assess independent pieces of work completed using **Teacher Assessment Framework** where relevant and **Literacy Company materials**. Attainment and progress of writing is carefully tracked across terms using **Insight** and careful intervention is implemented for those pupils falling behind expectations. During termly parent consultations assessments are used to inform parents of next steps for their child. Teacher assessment of writing, in addition to everyday formative assessments, is used to plan future teaching and learning. Our **Marking and Feedback policy** provides further information.

Assessment of science

Scientific skills and knowledge of science is assessed using teacher assessment each half term and recorded on our **enquiry organisers**. Children in UKS2 do a pre and post mini assessment at the beginning and end of a unit of work. In addition to observations on Seesaw, class discussions and written recording in science books, half termly quizzes/tests are also used to assess knowledge of specific topics. All information is used to inform termly teacher judgements of science on **Insight**, and appropriate support/challenge is put in place when across the year as applicable. At the end of the year, a summative judgement of science is made using Insight which is shared with new teachers and parents.

Assessment of PE

At the **end of every PE unit of work**, teaching staff assess children's progress towards National Curriculum expectations for Physical Education (PE). To support the teacher in tracking each child's progress throughout the year, there is an **overview sheet for each unit of work on which to record children falling below expectations**. This builds up across terms to show pupil progress and facilitates subject leader monitoring and moderation. This is analysed by the PE leader and staff put in place relevant support or challenge accordingly within the PE lesson. iPads are used as a tool for assessment by teachers, including peer and self-assessment and provide a record of progress across the year. Achievements in PE are celebrated with parents using Seesaw.

Assessment of PSHE

PSHE is taught and assessed in accordance with the **Cambridgeshire Primary Personal Development Programme**. Teachers will assess children's knowledge, skills and understanding through discussions, open ended questions or recorded work as part of our half termly or end of unit 'tasks'. To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each unit of work on which to record children falling below expectations. This builds up across terms to show pupil progress and facilitates subject leader monitoring and moderation.

Assessment of RE

RE is taught and assessed in accordance with the **Cambridgeshire Agreed Syllabus**. Teachers will assess children's knowledge and understanding of Religious Education through discussions, open ended questions or recorded work during our whole school **RE theme days**. To support the teacher in tracking each child's progress throughout the year, there is an **overview sheet for each unit of work** on which to record children falling below expectations. This builds up across terms to show pupil progress and facilitates subject leader monitoring and moderation. It is recognised that there are some areas important to RE which may not be appropriate to assess objectively, for example, a pupil's own personal beliefs. Religious Education (RE) is also assessed at the end of Key Stage 2 and reported to Cambridgeshire County Council.

Assessment of French

Formative assessment is used to support and challenge children appropriately and to inform future planning. Verbal feedback is given in lessons and further feedback is provided on seesaw when appropriate. There is also an **assessment task at the end of every unit** to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets. This assessment data is then used to ensure teaching is targeted and appropriate for class and year group.

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that **every child has equal opportunities**. At HJS we have high expectations of all pupils and of all groups of pupils. We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified. We recognise and value all forms of achievement.

The following policies should be read in conjunction with this policy:

- Marking and feedback
- Assessment
- Teaching and learning

Monitoring

Subject Leaders keep a log of actions undertaken to monitor teaching, learning and outcomes for their subject, which is shared with the Curriculum Lead to plan for continued improvement. The Curriculum Lead is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Senior Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting regularly to the Local Governing Body.

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