



Hanborough Manor  
CE School

# Curriculum Policy 2022

**This policy was agreed by the Governors on:**

Date: ... 17<sup>th</sup> Oct 2022.....

To be reviewed: ..... Oct 2024.....

Chair of Governors..... Lindsay Nadin.....

Head Teacher: ..... Sarah Nickelson.....

**This policy includes the following:**

Curriculum Intent

English

Maths

Science

Wider Curriculum

Time allocation for each subject

EYFS

Homework

Marking and feedback

Assessment



Hanborough Manor  
CE School



## Hanborough Manor CE Primary School Curriculum Intent

### **Our vision**

To **nurture, educate and inspire** our pupils to be creative, honest, perseverant, responsible, respectful and good friends to one another so that we come to life in all its fullness.

### **Our curriculum is:**

#### **Designed to nurture, educate and inspire pupils...**

So that they come to life in all its fullness

#### **Knowledge and skills based**

So that pupils learn more and remember more each year and can transfer the skills they gain to further learning, other subjects and everyday life

#### **Subject based with cross-curricular links**

We value individual subjects while encouraging pupils to make links, recognise patterns and provide a richer and more memorable learning experience

#### **Designed to be remembered**

Some knowledge is taught to be used every day. E.g. multiplication tables. Other knowledge is taught so that we have a better understanding and appreciation of our world. We do this through enriching learning. We encourage pupils to link new information to prior knowledge.

#### **Sequenced and progressive**

Knowledge is sequenced and mapped deliberately and coherently. Certain subjects follow a Cycle A and B to accommodate extra-curricular trips and enrichment activities.

#### **Delivered using high quality texts**

Reading and quality texts underpin the development of curriculum subjects and units

#### **Rooted in talk**

Offering pupils the opportunity to describe, discuss and debate

#### **Designed to include key concept questions**

Knowledge is structured using key concept questions in the wider curriculum. At the end of each unit, we ask pupils to use what they have learned and draw upon prior learning to answer key concept questions.

#### **Rooted in our community**

Where appropriate, we draw upon local links and resources to enrich our curriculum. We look for opportunities to match our pupils' skills to the local needs.

### Why a knowledge and skills based curriculum?

- Precisely specifying knowledge ensures easier design of activities and assessment of learning.
- Knowledge acts as 'building blocks' of learning – enabling development of conceptual understanding and a basis for 'higher-order' thinking.
- Knowledge, and its relationship to memory and cognition, is a central element of cognitive science learning approaches.
- Pupils can transfer the skills they gain to their future learning, other subjects and their everyday life

### Knowledge, Concepts and Vocabulary Organisers (KCVs)

Our Knowledge-based Curriculum also includes concepts, vocabulary and sometimes skills for each curriculum area. Initially we are aiming to develop KCVs for history, geography and science with the view to extend this to all foundation subjects by September 2022. KCVs outline the main knowledge and skills covered in each curriculum unit.

### KCV Principles

Principles	So that...
KCVs are stuck in children's books at the beginning of each unit. These form the minimum level of knowledge that all children will learn	Children, teachers and parents are clear about what KCVs are being taught and assessed in each unit
There is a clear link between the KCV of each unit and the sequence of lessons which intend to facilitate the learning of this content	All lessons are designed to teach and assess the KCVs intended within the unit
Each unit contains an assessment of the KCV through pupils responses to the 'big questions'	Teachers know how successful their teaching has been – and what 'gaps' in learning need to be addressed
Attention is paid to any gaps in learning uncovered by the unit assessment. This would typically lead to additional support from adults and revision at the start of the next lesson	Any 'gaps' in children's learning are reduced which will help children link future, more complex, knowledge and skills to previous learning

**English:**

At Hanborough Manor, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation and enthusiasm for reading and a habit of reading widely and often. We nurture a culture where children take pride in their writing and are able to adapt their language and style for a range of contexts. At HMS, we want to inspire children to be confident to communicate with a wide range of audiences in order to further their learning.

We believe that children need to develop a secure knowledge-base in English, so that pupils learn more and remember more each year to further their learning and aid them in everyday life. Our English curriculum follows a clear pathway of progression which has been mapped deliberately to guide children as they advance through the school. We believe that a secure basis in literacy skills will give our pupils the tools they need to succeed and so that they can come to life in all its fullness.

We use a range of high-quality texts to support reading and writing across the school. A variety of picture books, classic literature, archaic vocabulary and recommended authors are combined to ensure that pupils are exposed to inspiring texts at every stage of their learning.

**Reading:**

We understand that reading is a fundamental skill which underpins all other learning, and at Hanborough Manor Primary School, we want our children to become fluent, passionate, lifelong readers. Our pupils will be exposed to a vast range of both picture and chapter books, which have been selected to help promote curiosity and broaden experiences for our children. Starting with a comprehensive reading scheme in early years, children will be immersed in texts which inspire their imaginations whilst their reading comprehension is challenged through high-quality questioning. This is built upon in KS1 with written evidence of the children's understanding being used to record their thoughts and emotive reactions to texts. In KS2, children are taught a range of skills, including retrieval, inference, prediction and vocabulary choice using high-quality texts which complement their written work. We are conscious that children respond differently to different authors and key characters and our curriculum has incorporated authors and protagonists of different genders, races and backgrounds so that all of our children can see a part of themselves in the texts they read. Modern day stories, as well as literary classics have been included to ensure children are exposed to varied dialects and a range of the English language.

Early reading is taught daily phonics using 'Rocket Phonics' in Foundation Stage and Year 1. This engaging scheme works on the basis of 'keeping up, not catching up', allowing our children to consolidate their learning each week by studying each phoneme and grapheme in depth. Phases 2, 3 and 4 are taught in Foundation stage, and in Year 1, phases 5 and 6 are taught whilst consolidating the previous phases. Children learn the fundamental skills of blending and segmenting words, so that reading becomes fluent. 'Rocket Phonics' is used as the core resource for planning and distributing books, both in print and online, which is complemented by books from other schemes in order to provide an extensive library of books at every stage, to ensure children have a broad and rich reading experience.

**Whole class or small group Guided Reading:**

Guided reading is taught as a whole class subject, where children practice and perfect comprehension skills. An extract from a high-quality text is used as context for questioning, and teachers will challenge children using the reading domains of retrieval, inference, prediction, authors choice and vocabulary.

From year 1 upwards, children record their answers, allowing teachers to assess their understanding of different texts and genres, enabling targets to be set and allowing for accurate assessment.

### **Daily Reading:**

Reading takes place in the school every day, with teachers and children enjoying high-quality texts together. Teachers spend time reading to their class, whilst the children follow along with their own copy. This models reading fluency for the children, and enables them to see the effects of punctuation in action. Texts have been specifically chosen to engage the children, promoting an enjoyment of reading and similar authors to the one being read are recommended to the children after completion of a text, encouraging further reading at home.

Additionally, reading forms the main part of our children's homework and there is an expectation that children read daily. Children from foundation stage to Year 6 have a reading diary which maintains a home/school record. Children complete the diary every time they read at home and at school. From Year 4, children are expected to independently manage recording their reading so that they take ownership and further embed the love of reading.

Each week, children have the chance to read a text of their choice and share it with other children if possible. Reading corners are decorated with book reviews from children, and they provide up to date, thematic or challenging texts to help the children independently learn more about the world around them.

We encourage the excitement around books by having an annual book fair, celebrating World Book Day (normally in March) and inviting authors in to talk to and inspire the children.

### **Speaking and Listening:**

Children are given the opportunity to develop their speaking and listening across the curriculum. Further opportunities are provided through debates, drama, school productions, church services and showcases.

### **Handwriting:**

In Foundation Stage, short, focused, whole class handwriting letter formation sessions take place as part of phonics teaching.

In Key Stage 1, pupils continue to work on letter formation as their knowledge of letters and sounds continues. Pupils will start to join letters as they learn diagraphs and trigraphs. Handwriting sessions are taught weekly. Children use a handwriting book for handwriting lessons and the transfer of these skills is expected across the curriculum.

In Key Stage 2, we follow the 'continuous cursive' style of handwriting and ink pens are used by children from Year 3. (see Handwriting Policy)

### **Spelling:**

Teachers use No Nonsense Spelling to ensure that particular spelling rules are taught in the appropriate year group. In addition to this, Key Stage 2 also learn key word lists as stated in the National Curriculum (Y3/4 statutory spelling list and Y5/6 statutory spelling list). In Key Stage 2, there are timetabled spelling sessions each week. In Foundation Stage and Key Stage 1, spelling is taught through phonics. Spelling forms part of our weekly homework in all year groups.

### **Writing:**

Across the school, all children learn the grammar, punctuation and spelling skills needed to write in a variety of different genres and at least two pieces of extended independent writing are completed in

every class each short term from Year 1 onwards. Teachers use a progression map to ensure that the children are able to write a wide variety of genres before they leave us. Children are taught to write for an audience and with purpose and show an understanding of writing conventions for specific text types. Across the school, the children are continuously encouraged to plan, write and edit their work in order to complete pieces of writing that they are proud of. Teachers immerse children in the subject matter of their writing, using high-quality model texts, drama techniques and other cross-curricular links. Lessons are carefully planned to be inclusive for all learners and offer challenge when learning is secure.

### **Maths:**

The school follows the Deepening Understanding scheme and resources to plan and inform maths teaching. These plans are used in conjunction with the school's calculation policy to ensure there is a consistent approach across the school. Lessons taught within school help to focus on their fluency, problem solving and reasoning. Children have access to an appropriate range of concrete resources to support their learning in maths lessons. The Deepening Understanding materials are adapted for children in Years 3,4 and 5 to ensure that missing gaps are covered in calculation understanding. Pupils have daily opportunities to improve their arithmetic and times tables fluency. This is built into lesson time or morning tasks. Times tables are incorporated more in Years 3 and 4 in order to prepare the children for the statutory Multiplication Check in Year 4. As an extra resource, children have the opportunity to practice their tables through the Times Tables Rockstars website. Lessons are planned to meet the needs of all the learners with the differentiation of tasks to at least 3 levels of challenge (I can statements).

### **Science:**

Our Science curriculum gives pupils a range of practical experiences in order to develop their knowledge and understanding of the world. It develops curious minds through the use of key concept questions and advocating for the scientific approach to problem solving, through predicting, testing and analysing results. Children at Hanborough Manor understand that their scientific learning journey grows by asking why, making mistakes and that this is an important part of learning which enables them to make real and valuable connections with the world around them. Lessons are taught weekly and across our Science Week in the Spring term. The learning and progress is mapped out in KCV's to ensure that progression of skills and knowledge is clear between year groups. Lessons are recorded in books in a range of ways such as pictures, graphs, tables, drawings or photographs. Throughout all their learning, children should be encouraged to 'Think Scientifically'. This means children are thinking in a way that improves their knowledge as a result of activities or investigations that have taken place in a Science lesson.

### **Wider Curriculum - Knowledge Concepts & Vocabulary (KCV's):**

For the wider curriculum subjects, topics are mapped out through KCV's to show progression of knowledge and skills as the children progress through the school. Each KCV focusses on building upon prior learning and shows clearly the skills and knowledge the children will learn throughout the unit. The beginning of each KCV will identify which areas of skills or knowledge children have learnt previously, so that teachers can focus solely on the identified key skills and knowledge for that unit. Throughout the topic teaching, children will be exposed to a range of vocabulary and this is broken down into two tiers. Tier 2 vocabulary is frequently used in everyday life and the children will most likely have come across this already. Tier 3 vocabulary is subject specific and links to the topic.

Children are also asked key concept questions at the beginning of a unit so teachers can gauge prior understanding. These questions require higher level thinking skills and a deep understanding of a particular piece of learning. Having answered these, teachers are able to gauge children’s current attainment. At the end of each topic, the key concept questions are asked again to check the progress made by the pupils.

KCV’s that have been taught will be reviewed by the curriculum lead, alongside the subject lead. These are edited and updated as needed.

**Weekly allocation of time to subject areas:**

Please note that this is for guidance purposes only and subjects may be ‘grouped together’ or ‘blocked’ in a week, as opposed to being taught weekly.

<b>NC Subject Area</b>	<b>Key Stage One</b>	<b>Key Stage Two</b>
<b>English Incl Reading</b>	5:00 — 7:30	5:00 — 7:30
<b>Mathematics</b>	5:00	5:00
<b>Science</b>	(1:30 if taught weekly)	(1:30 if taught weekly)
<b>D&amp;T</b>	( 0:50 if taught weekly)	(0:55 if taught weekly)
<b>Computing</b>	(0:50 if taught weekly)	(0:55 if taught weekly)
<b>History</b>	(0:50 if taught weekly)	(0:55 if taught weekly)
<b>Geography</b>	(0:50 if taught weekly)	(0:55 if taught weekly)
<b>Art and Design</b>	(0:50 if taught weekly)	(0:55 if taught weekly)
<b>Music</b>	(0:30 if taught weekly)	(0:30 if taught weekly)
<b>PE</b>	2:00	2:00
<b>RE</b>	1.00	1:00
<b>MFL</b>	---	0.30
<b>PSHCE</b>	0.30	0.30

**EYFS:**

Our early years curriculum is designed to recognise children’s prior learning, both from their preschool settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Hanborough Manor CE School, ensuring each individual reaches their full potential from their various starting points.

Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning opportunities. We put a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language, including Oracy. At Hanborough Manor CE School, we recognise that oracy not only improves academic outcomes, but is a life skill to ensure success beyond school, in life and future employment. Oracy develops children’s thinking and understanding, which in turn promotes self-confidence, resilience and empathy which support the child’s well-being. Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start.

We believe that a high level of engagement ensures a high level of attainment. We provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children’s interests and ideas to foster a lifelong love of learning both in and outside of school.

By the end of the Reception year, our intent is to ensure that all children make at least good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

**Homework:**

We have recently revised our homework strategy to address some of the points made by parents, staff and pupils during our homework review. We have created a system where children work on the three main areas that make a significant impact on their overall learning, will be less time consuming, will support the children’s well-being and hopefully won’t have a detrimental impact on family life. Each week for homework, the children to spend time focusing on reading, learning spellings and maths skills. These are non-negotiable and we expect the children to ensure that they do the following:

<b>Reading</b>	Read at least 3 times a week and record in your reading record. In FS and KS1, this must include a Bug Club phonics book or phonics game.	<b>Spelling</b>	Learn the spellings that are given to you each week (for at least 5 minutes a day for 5 days)	<b>Maths skills or times tables</b>	Practise the maths skills or times tables that you are working on (for at least 5 minutes a day for 5 days)
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Homework is set on a Wednesday each week and is due to be completed by the following Monday. Weekly spellings will be set on Google Classroom for KS2 and in homework books for KS1. Children (or parents lower down the school) are expected to make a comment in the homework book or on Google Classroom to explain what the children have been up to. Children will be tested (either on a Tuesday or Wednesday) in a spelling journal or a homework book so that parents can see how many they have got right. Children are expected to continue to learn spellings that they have got incorrect in the weekly tests.

Maths skills or times tables will be set on Google Classroom for KS2 and in homework books for KS1. There is an online option (Times Tables Rockstars, Mathletics or other website) and on offline option (a game, paper-based practice or other activity). Children (or parents lower down the school) are expected to make a comment in the homework book or on Google Classroom to explain what the children have been up to.

We are very keen for children to develop a love of reading and value the importance of the children reading what they would like to – this can include a magazine or sports book as well as novels. Reading diaries are used for Foundation Stage, Key Stage 1 and Key Stage 2. Pupils will be encouraged to take ownership of writing in these when they are ready (normally Y3 onwards).

For the children who would like to do additional homework, each term there will be some whole school optional tasks for the children to complete. There will be no expectation for children to complete these, but teachers will ensure there is an opportunity for the children to share what they have done as part of a whole class session.

Year 6 use the CGP books to support them to be 'Secondary Ready'.

### **Marking and Feedback:**

Marking is completed in green pen. All work will be marked and at least one piece of English and Maths will be marked in-depth per week. Lighter touch marking will include ticks next to the achieved learning objective and will pick up basic spelling and punctuation errors. In-depth marking will include a positive comment and a comment to push learning forward. Children will respond to these comments in purple pen.

- When ticking the learning objective, a teacher or TA will tick next to the learning objective the child has achieved. Two ticks will indicate a secure understanding, whereas one tick will show a more basic understanding.
- The school has agreed symbols for marking (see Marking policy)

The teachers will also make comments about handwriting and presentation in line with the school's policy to maintain high standards in these areas. Children will be given time during the week to respond to marking.

In EYFS and Year 1, stamps may be used to enable children to understand the teacher's marking. Homework will be marked weekly either with a signature or comment.

### **Assessment:**

Children are assessed regularly using both formative and summative assessments.

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. There are three distinct summative assessment points in an academic year, one for each long term. Teachers use assessments from PiXL (Partners in Excellence) to determine where a pupil is currently performing academically. Additionally, there is an assessment at the end of a topic, using the questions indicated on a KCV to determine how well a pupil has learned across the unit of work. There are also the statutory national curriculum tests, at the end of a key stage.

Additional summative assessments may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

