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Curriculum Policy

(Intent & Implementation)

This policy was adopted by the School Governing Body on

21st October 2026

Review Date: October 2027

ACTIVEMARK 2008 · Devon Healthy Schools 2008-2011 Award · Arts Council England Artsmark Gold · Investor in People · University of Exeter ITE Partner · Devon County Council TRAVELWISE Schools Award SILVER · Learning for Living

Intent (The *'why'*)

" Education is the most powerful weapon which you can use to change the world." Nelson Mandela

Rationale:
At Hazeldown School, we believe in the concept of 'Learning for Living': equipping our pupils with the knowledge, skills and character traits that will support them in their chosen fields in later life and enable them to flourish in modern Britain. Our inspiring curriculum aims to deliver a twenty-first century education that will equip each of our children with the skills required to be independent and responsible citizens who will continue to be effective learners throughout their lives.

Aims:
Our school curriculum aims to:

- enable all children to learn and develop their skills to the best of their ability;
- promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- enable children to be creative and to develop their own thinking, using metacognitive strategies to plan, monitor and assess their learning;
- enable children to recognise, develop and utilise their own favoured learning style;
- teach children about their developing world, including how their environment and society have changed over time;
- enable children to be positive citizens in their community and wider society;
- ensure that all pupils understand fundamental British values and demonstrate mutual respect for all;
- fulfil all requirements of the National Curriculum and the Devon Agreed Syllabus for Religious Education;
- ensure there is a focus on subject specific learning, skills and knowledge as a priority, supplemented by links across subject areas;
- help children understand the importance of truth and fairness so that they grow up committed to equal opportunities for all;
- enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- ensure that our pupils understand the importance of making mistakes and grow into resilient learners who embrace challenge.

Legislation and guidance:
This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Implementation

Curriculum Organisation:
Our curriculum follows the Cornerstones 'Curriculum 2022' structure, adapted to meet our school's specific needs. The Cornerstones curriculum includes History, Geography, Science, Art and Design and Design Technology. These units of work have been adapted and sequences to meet the requirements of the National Curriculum. Each term children embark on a 'Learning Journey' which will include a variety of units from across these five subjects. Where

links between projects can be easily made they have been grouped together to give and overarching theme. Each year groups has a predominantly History, Geography or Science theme each term.

Each 'Learning Journey' generally starts with a stimulus event, known as a 'Memorable Experience', which captures the children's imagination and engages them with their learning. Each then finishes with a 'Celebration Event', where the children further embed their understanding of their learning by sharing it purposefully with parents, other members of our school community or the wider world. Children record their wider curriculum subject learning and progress within a single *Learning Journal* to promote the 'joined up thinking' so necessary for later life. Each child is provided with ownership and choice over how they present their learning and is encouraged to demonstrate their individuality when doing so.

In maths, we follow the Teaching for Mastery approach and are members of the CODE Maths Hub. We use White Rose materials, supplemented by additional resources and supported by the NCETM Professional Development materials.

We base our literacy curriculum on sequences of work from Devon Education Services and focus strongly on providing purpose for writing. For phonics, we follow the 'Little Wandle Letters & Sounds Revised' programme which is complemented by Collins Big Cat phonically decodable books. Spelling follows the Decision Spelling Programme. Vocabulary learning is based on the knowledge gained from attendance on the Plymouth Oracy Project training course, using Communicate in Print as a key tool. Reading is taught during phonics lessons; across the school there is a daily reading session including guided reading (in a variety of forms), personal reading, reading for pleasure and class novels read to the children.

PSHE follows the well-respected SCARF scheme of work, supplemented with additional materials, such as the Normal Magic '10-a-Day' principles, to provide a positive approach to mental wellbeing; RE is based on the Devon Agreed Syllabus.

Our music teaching follows the Charanga scheme of work; we follow the Teach Computing scheme to support our teaching of the computing curriculum. PE follows the PE Pro scheme.

Inspired by the work of highly respected professionals such as Carol Dweck, Rita Pierson, James Nottingham, Simon Sinek, Paul Dix and Floyd Woodrow, at Hazeldown, we prioritise HOW children learn: developing a growth mindset and challenging ethos; encouraging our pupils to have high aspirations and a clear plan to reach their goals; teaching metacognitive strategies and regularly referencing the importance of our seven learning values: resilience, resourcefulness, collaboration, relationships, empathy, and reflection. We teach children how to grow into positive, responsible people who can work and co-operate with others, whilst developing knowledge and skills, so they achieve their full potential.

The Foundation Stage

The curriculum we teach in the Early Years follows the Cornerstones 'Curriculum 2022' structure and takes into account Development Matters curriculum guidance; it also meets the requirements set out in the Early Years Foundation Stage Profile. Our curriculum planning focuses on the development of children's core skills and exposes them to rich experiences. At the end of the Foundation year, we assess the children against the Early Learning Goals.

Our school fully supports the principle that young children learn through play in addition to engaging in well-planned, structured activities. Teaching in the Early Years classes builds on the experiences of the children in their pre-school learning and forms the foundations of their school journey. We build positive partnerships through visits to our feeder pre-schools by the Foundation Stage Leader. We also spend time in our on-site nursery, Little Acorns, getting to know the children in order to support them in their transition to school.

During the Foundation Stage, the teacher and teaching assistants spend time interacting with the children in order to observe their progress. Through interacting with the children, and learning about their interests, needs and skills, we are able to plan 'Special Weeks' – bespoke provision that is tailored to the needs of each child. Each child will

experience a 'Special Week' three times during the year. These are planned in consultation with parents to address individual needs and interests in relation to all aspects of the Early Years Foundation Stage Profile.

Roles and responsibilities:

The governing board
The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets;
- enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- the school implements the relevant statutory assessment arrangements;
- it fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

The headteacher
The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum;
- they manage requests to withdraw children from curriculum subjects, where appropriate;
- the school's procedures for assessment meet all legal requirements;
- the governing board is advised on whole-school targets in order to make informed decisions;
- proper provision is in place for pupils with different abilities and needs, including children with SEN.

The curriculum leader
The curriculum leader maintains an overview of the curriculum provided by the school and works in partnership with the headteacher and the Senior Management Team (SMT) on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject leaders ensure that all aspects of the National Curriculum content are identified within the curriculum / scheme of work followed within their subject area. They are also responsible for monitoring *actual* coverage and progression within their area and undertake a range of other monitoring activities, including pupil conferencing, lesson observations and book monitoring; this ensures they remain abreast of the progress being made by pupils in their subject within the school.

Subject leaders also produce annual action plans for their subjects, analyse standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class teachers have the final responsibility to produce class-specific termly overviews and planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of their learning. Class teachers should ask for guidance from subject leaders when appropriate and are required to ensure all provision meets the high expectations we have for our pupils. Subject leaders throughout the school are also responsible for monitoring the resources available within their subject. Each pair of teaching partners (for example the two Year 5 teachers) is then responsible for ensuring the resources required for their 'Learning Journey' are

available ahead of time. Should there be a need for additional resources or replacements, this should be discussed with the curriculum leader.

Equal Opportunities / Inclusion:
Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able pupils;
- pupils with low prior attainment;
- pupils from disadvantaged backgrounds;
- pupils with SEN;
- pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure there are no barriers to every pupil achieving.

Teachers will also consider the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English and enable them to take part in all subjects.

Further information can be found in our SEN policy and information report.

Monitoring:
The Senior Leadership Team (SLT) are primarily responsible for monitoring the quality of the curriculum within school. In addition, subject leaders are responsible for doing so within their designated subject, often working alongside colleagues within their curriculum team (e.g. the Humanities Team) when doing so. Examples of subject leader monitoring activities include:

- observations of teaching;
- monitoring pupils' Learning Journals;
- pupil conferencing;
- regular formal and informal dialogue with staff;
- monitoring Cornerstones – or our other purchased curriculum schemes / programmes – to ensure effective curriculum coverage and progression

Time is 'built in' to staff meetings to support subject leaders with their monitoring; additional Subject Leader release is also provided where necessary.

The curriculum leader also monitors the effectiveness of the curriculum within the school.

Governors are kept well informed of developments and progress made within the curriculum through attending scheduled curriculum visits to school and through feedback within half termly School Improvement Committee meetings.

Date: October 2026