



**London Borough of Newham Borough of Newham**

## **Hallsville Primary School Curriculum Policy Statement**

In partnership with London Borough of Newham Education Authority we:

- aim to raise educational achievement as a vital key to improving the quality of life in Newham;
- challenge and overcome low expectations about educational standards and achievement, acknowledging and challenging disadvantage and discrimination in all forms;
- value individuals and communities;
- acknowledge specific individual needs and meet them as far as possible within available resources;
- provide wide and varied educational experiences, which are based on the Foundation Stage Curriculum and National Curriculum.

In drawing up our whole school curriculum, we will:

1. establish an entitlement
2. establish standards

### **1. To establish an entitlement**

All pupils will have equal access to the whole curriculum - Foundation Stage, Key Stages 1 and 2.

When planning the curriculum, we will ensure that it:

- draws on and recognises the value of linguistic, religious, cultural and ethnic diversity, particularly within our local community and that it presents positive images to our pupils;
- caters for the needs of all pupils in mainstream classes;
- recognises and plans for the needs of all pupils including those with special needs, gifted and talented pupils;
- uses available resources effectively to meet the individual needs of all pupils;
- actively discourages and challenges the use of racial and personal abuse, graffiti and attacks.

In particular, all pupils will:

- have an education that enables them to develop the knowledge, understanding and skills identified in the Foundation Stage Curriculum and National Curriculum;
- be shown respect as learners and individuals;
- have planned opportunities to develop their literacy and numeracy skills;

- have opportunities to develop an understanding of the significance of ICT and how it will affect their lives;
- experience a planned programme of personal, social and health education and citizenship;
- experience a planned programme of social, spiritual, moral and cultural development;
- receive accurate and helpful feedback from teachers on how well they are doing at school and ways of improving their work and guidance in setting their own targets;
- have a record of curriculum achievements based on observation and discussion with them and their parents/carers and recorded in a way that is valuable for pupils, their families and their receiving schools;
- work in a learning environment that is safe, secure, exciting, stimulating and clean;
- participate in a variety of activities that enrich the curriculum, for example, visits, residential experiences, performances, sports and arts.

In addition, pupils with English as an additional language [EAL] are entitled to:

- an assessment of their needs, to ensure specific planning by class teachers and additional support staff where available.

In addition, pupils with special educational needs [SEN] are entitled to:

- an assessment of their needs including using pre-National Curriculum assessment scales [“P” scales] to measure progress where these are appropriate;
- development of the curriculum to meet their differing needs;
- individual education plans to support their progress;
- additional support with lessons where possible.

In addition, in the Foundation Stage children are entitled to:

- access to an environment, both indoors and outdoors, that is stimulating, safe, clean and well-equipped;
- a curriculum following the new ‘Early Years Foundation Stage’ - Setting the Standards for Learning, Development and Care for children from birth to five.

In addition, in Key Stage 1 pupils are entitled to:

- a curriculum to be supported through use of QCA schemes of work taking into consideration Excellence and Enjoyment;
- Revised Literacy and numeracy Frameworks
- opportunities for creative role play (drama) to support speaking and listening skills;
- homework, for example reading.

In addition in Key Stage 2 pupils are entitled to:

- a curriculum to be supported through use of QCA schemes of work taking into consideration Excellence and Enjoyment;
- Revised Literacy and numeracy Frameworks
- homework (specify);

- opportunities to learn to swim;
- opportunities for ‘outdoor and adventurous activities’ ;
- one residential trip;
- opportunity to take part in a performance.

## **2. To establish standards**

- We regularly monitor and compare our school’s national test and exam results against national and local benchmarks, as well as with similar schools. We identify our strengths and weaknesses in order to raise our pupils’ attainment further.
- We are aware of gender differences in our pupils’ attainment. We analyse pupils’ performance and develop strategies to address imbalances where they occur
- We maintain systems for monitoring pupils’ progress to enable us to estimate and predict annual progress [*for example QCA annual tests*]. With this information, we set targets to challenge and improve pupils’ attainment, especially at the end of each key stage.
- Within the context of performance management, we:
  - regularly sample pupils’ work and ensure we agree pupils’ levels of attainment;
  - evaluate the quality of our teaching and its impact on pupils’ attainment and ensure consistency within our teaching and learning policy;
  - ensure we develop our own professional expertise in order to improve pupils’ attainment.

## **In conclusion**

- *At Hallsville Primary school we value parents as the first and most important educators.*
- *We have regular parents’ meetings to share information, regular meetings with our governors and representatives from the LEA, regular newsletters and activities that involve the local community.*

**Reviewed Head teacher Keri Edge Sept 09**