



Hythe Primary School Curriculum Policy

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the wide range of extra-curricular activities that the school organises in order to enrich the experience of the children. We offer a curriculum which is balanced and has a broad base. We promote the spiritual, moral, cultural, mental and physical development of the children. Our curriculum will prepare pupils at Hythe for the opportunities, responsibilities and experiences of later life. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing skills and knowledge, so that they achieve their potential. Our school curriculum is underpinned by the aims of our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Hythe Primary School is in full agreement with the aim of both the Early Years Framework and The National Curriculum to provide children with the essential knowledge they need to be educated citizens and prepare them for the opportunities, responsibilities and experiences of later life in modern Britain. This includes promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It also enables pupils to understand the protected characteristics as defined in the Equality Act 2010 and helping them to foster empathy, respect and understanding from an early age.

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills within English, maths, science and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society developing skills in resilience, reflection, creativity, independence, collaboration and enquiry;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

At Hythe we plan our curriculum in topics planned over two years (except in year R which is yearly), these can range in length from several weeks up to a whole term. Throughout the school, we plan the curriculum carefully so that there is continuity, full coverage of all aspects of the National Curriculum, learning is linked and there is planned progression in all

curriculum areas. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. The curriculum map for each subject indicates which areas of each subject are to be taught in each term, and to which phase. Through our topic plans, we set differentiated objectives for each subject and assessment criteria for these. These plans are based upon the National Curriculum programmes of study. We plan activities to stretch and support children of all abilities including those whose attainment is significantly above the expected standard and those that have barriers to their learning, e.g. a special educational need, disability or English as an additional language. Our short-term plans set out the learning objectives for each session, and identify resources and activities we are going to use in each lesson. Lessons are differentiated and adaptive teaching methods are used so that all children can make good progress.

We aim to develop children's spoken language, reading, writing and vocabulary as integral aspects of all subjects. The school uses 'Little Wandle' to structure its teaching of phonics, starting in the Early Years. This continues throughout KS1 and, where appropriate, into KS2. This systematic approach to phonics learning is supported by the use of Big Cat Phonics books to match pupils' phonic knowledge and promote reading fluency. Clear links are made between phonic knowledge and spelling ability. There is a clear assessment process developed through the Little Wandle approach and this is used to accurately track pupils throughout their phonics learning. The school also uses a range of techniques to help develop and scaffold children's reading ability as well as in-school reading assessment and target procedures.

Date Agreed by Governing Body: Dec 2012

To Be Reviewed: February 2027

Annually

Last Reviewed: February 2026