



Reviewed by Dianne Seyffert September 2024
Annual review - September 2025

AIMS OF OUR CURRICULUM

This policy applies to all pupils in the school, including those in the Early Years Foundation Stage (EYFS). The school implements a comprehensive academic curriculum tailored to meet the needs of its pupils. All departments remain informed about curriculum requirements and developments, incorporating best practices from national and international contexts. Subject coordinators regularly review the government's revised National Curriculum and integrate relevant and beneficial content, using it as a guide without being confined by it.

The curriculum seeks to combine the strengths of the National Curriculum with the school's unique aims and ethos. The school takes all reasonable steps to meet the needs of pupils with special educational needs and disabilities (SEND), including those with a statement or Education, Health, and Care (EHCP) plan, in compliance with the SEND Code of Practice.

The curriculum is broad and balanced, promoting the Herries Values. It prepares them for life in British society, equipping them for future opportunities and responsibilities while supporting their economic well-being. Pupils develop essential skills in speaking, reading, writing, listening, and numeracy.

For children under 5, the school follows an EYFS curriculum that adheres to statutory learning, development, and assessment standards, detailed in separate EYFS documentation.

Across all age groups, the curriculum delivers experiences in life skills and various disciplines, including linguistic, mathematical, scientific, technological, human and social, physical, and creative education, aligned with pupils' ages and abilities. It provides opportunities and responsibilities that prepare pupils for the next stage of their education and adult life. The school is dedicated to fostering a safe environment, promoting positive and healthy relationships, encouraging inclusion and respect, and prioritising the welfare and safeguarding of all children. Our school curriculum is underpinned by our Herries' Values. By instilling and embedding our values in our school community, Herries'

pupils are able to fully access the curriculum and take advantage of the learning opportunities on offer to them. It is our aim to create a secure base from which each child will develop a life-long love of learning and achieve their personal best in all areas of the curriculum.

HERRIES' VALUES

Happiness

- To promote the development of self-esteem
- To support conflict resolution and the development of relationship skills, including friendship building
- To provide opportunities to learn through play and through independent initiative in a safe and stimulating environment

Enthusiasm

- To promote positive attitudes to learning through engaging lessons and positive and constructive feedback
- To promote enjoyment through setting tasks of desirable difficulty
- To provide opportunities for pupils to work as a team to cement learning both within and beyond the classroom through shared goals and successes

Resilience

- To promote well-being and enable our pupils to develop as confident, well balanced individuals ready to become responsible citizens and leaders and able to form strong and enduring relationships with others
- To support our children as they learn to accept failure as the first step to mastery

Respect

- To value and respect each child in our school for who they are, treating them with fairness and honesty
- To value the rights enjoyed by each person in our society and teach our pupils about the responsibilities of individuals and groups
- To actively promote the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We support our pupils in developing an understanding of what it means to play their part as a citizen of modern British society
- To value our environment and teach respect for the natural world.

Independence

- To facilitate creativity and the development of our children's own thought processes
- To encourage our pupils to be problem solvers and to take ownership of their learning
- To support children to use and develop their skills and talents confidently and safely within and outside of school; taking advantage of the many learning opportunities on offer to them

Excellence

- To deliver a challenging, broad academic education
- To enable individuals to develop fully their creative, aesthetic, practical, physical, emotional and spiritual qualities and talents
- To value the spiritual and moral development of each child, as well as their intellectual growth

Sincerity

- To provide a nurturing community where each child is known and cared for
- To help children develop respect, empathy, compassion and kindness
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all

CURRICULUM PLAN

Long Term Planning

A Curriculum Overview is set out annually for each year group. This document indicates which topics are to be taught in each term, in each year group and gives information about the content of each unit.

Medium Term Planning

Units of work are planned according to the requirements of the National Curriculum in England with English, Mathematics and Science content cross-referenced against the ISEB Syllabus to ensure that all attainment criteria are met. Medium Term Plans are available on the Herries' server in Curriculum/Curriculum Overviews. Planning should give clear guidance on the learning objectives, teaching activities, expected learning

outcomes and adaptive teaching strategies for each lesson within a topic.

Short Term Planning

Short Term Plans cover the lesson content to be delivered on a daily/weekly basis. This information may be taken directly from a detailed Medium-Term Plan or communicated in an alternative format at the discretion of the subject teacher.

Planning in EYFS

In EYFS, an inter-related topic approach to curriculum planning is adopted and meets the requirements set out in the 'The Early Years Foundation Stage Statutory Framework 2014'. Our curriculum planning focuses on the seven areas of learning within the Early Learning Goals and on developing children's skills and experiences, as set out in this document. The curriculum is planned to include a programme of activities which are appropriate to the educational needs of our youngest children in relation to their personal, social, emotional and physical development and communication and language skills. Pupils' progress is monitored in all areas.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Reception class prepares the children for Key Stage 1 by building on and extending the experiences of their pre-school learning.

ENHANCEMENT AND ENRICHMENT OF THE CURRICULUM

In each curriculum area we strive to provide the children we teach with a rich programme of activities inside and outside the classroom. We recognise the value of enrichment in supporting and extending our children's knowledge, understanding and passion for learning. (Refer to Individual Subject Handbooks)

DELIVERY OF THE CURRICULUM

See Appendix A (Subject Coordinator Role)

See Appendix B (Teaching Staff Role)

APPENDIX A

SUBJECT COORDINATOR ROLE

Documentation and Administration responsibilities

Keep abreast of current educational thought, changes to the curriculum & development through the media & external courses & cascade information to staff

Determine the overall departmental direction & regularly review strategy and policy, in collaboration with Deputy Head (DH) and colleagues

Identify strengths and areas for subject development

Take the lead in ensuring the delivery of all aspects of the subject, making sure the subject handbook and all planning documentation is in place and regularly revised

Develop subject overviews to ensure progression of skills across the year groups

Ensure all planning is thorough across year groups and subject policy is up to date

Staff responsibilities

Meet regularly, discuss relevant issues, support and offer advice to colleagues

Monitor and advise on EAL, LS (Learning Support) and the most able implications

Support the professional development of all staff

Promote teamwork

Advise the DH in the appointment process

Welfare responsibilities

Promote and protect children's welfare in all aspects of their contribution to school life and follow school policy

Teaching and Learning responsibilities

Enrich the curriculum through trips, visit and events

Contribute to, model and take responsibility for the high-quality teaching and learning in the subject across the school

Ensure structures are in place to effectively monitor pupils' progress, initiate

interventions as necessary and promote good practice

Offer feedback through regular lesson observation and book scrutiny

Track progress and help to set individual targets in core subjects and secure support and extension

Manage, monitor, purchase, organise and maintain subject resources, equipment and software. Highlight any needs to the Headmistress

Advise, where relevant, on future school choices and applications

Marketing and Subject Profile responsibilities

Attend relevant meetings and events as required

Where appropriate visit destination schools to gain useful feedback

Awareness of marketing and development through the profile of the subject

Monitor subject on classroom display boards

Represent and develop the subject in after school enrichment activities

Together with the marketing team be aware of subject on the school website

Report to the Governors via the Head regarding the subject and school development plan

APPENDIX B TEACHING STAFF ROLE

Planning and documentation responsibilities

Be aware of all relevant academic & curriculum guidance, policies and procedures

Develop personal IT skills to utilise suite & resources to enhance teaching/learning

Maintain accurate documentation/proformas & complete planning on system

Maintain detailed medium-term plans

Use diagnostic, formative and summative assessment data to inform planning

Keep evidence of training and courses in CPD file

Teaching responsibilities

Be prepared for lessons, minimising cover requirements wherever possible

Devise fun, collaborative, dynamic, open-ended & relevant lessons/ homework

Ensure lessons contain clear objectives, differentiation, pace & time management

Identify learning/social needs & skill levels & actively consult, liaise & support TAs

Address barriers to learning and provide enrichment challenges as necessary

Incorporate IT, PSHEE, SCMC and cross-curricular opportunities where possible

Marking responsibilities

Ensure marking follows the school policy in, with constructive comments, next step guidance, homework and subject specific targets.

Ensure that pupils are aware of their own progress and personal next steps

Exercise books of a high standard, with positive marking, clear target setting & differentiation, including those requiring LS support or G&T extension (Most Able pupils)

Reporting academic concerns to Subject Coordinator & Deputy Head

Administrative and classroom management responsibilities

Ensure that purposeful & relevant homework is set, marked and returned regularly Attend and contribute to pupil review meetings

Write detailed & accurate reports and allocate termly attainment and effort grades

Provide SENCO and agency reports as required

Ensure classroom displays celebrate achievement & current teaching/ learning

Issue & record consistent sanctions and rewards e.g. house points and detentions

Ensure that pupils are respectful of their surroundings, taking care of resources

Attend staff, department, assessment, review and Pupil Passport meetings as required

Pastoral responsibilities

Utilise all opportunities to raise self-esteem, wellbeing and intrinsic motivation

Promote an inclusive environment with all children involved

Deal with any incidents swiftly and report any concern to Assistant Head

Pastoral Report any child protection or safeguarding concern immediately to the

DSL Insist on high standards of orderly behaviour & respect for others

Communication responsibilities

Work collaboratively with pupils, parents, colleagues, agencies and governors

Advise parent and SENCO of progress or concerns

Wherever possible, swiftly & personally inform parents of any difficult news