

CLOCKHOUSE PRIMARY SCHOOL



Curriculum Policy

Mission Statement

Our School - A family and a home for everyone

Working and Learning together to be the best that we can be

Our Vision

We are not just a school, we are home!

We lay the foundations for each individual's future and for dreams to be fulfilled - whatever they may be.

No two bricks are the same but are accepted for their uniqueness and are placed in their own special way to meet their needs.

The cement bonds us together as a family to keep us strong, stable and safe.

We are all safe and happy under one roof, we are protected from the elements and prepared to weather every storm.

The key to success unlocks the door to future achievements unseen before.

The windows show us the reflections of our future self as ready, respectful and responsible adults.

Collaboratively, together our home is decorated with challenge and the rooms are furnished with fun.

All around, a variety of trees grow naturally from the seed of success, with nurture and care anything is possible.

So we are not just a school, we are a home that provides a champion for all as well as timeless experiences and skills for a brighter future.

And that is why we are called Clockhouse.

Ring the bell, we're always here!

School Aims

- To enable all children, members of the school community and the wider community to contribute to school life.
- To promote high standards and provide opportunities for all to achieve their full potential.
- To encourage a sense of self-worth and confidence empowering children to fulfil a contributing role in society.
- To create a diverse and challenging learning environment in which children are cared for and feel safe.
- To provide leadership and management which focuses on raising standards and promoting the personal development and well-being of all members of the school community.

Introduction

At Clockhouse Primary School we believe that our curriculum should be broad and balanced and creatively offer opportunities which enable all our pupils to achieve, irrespective of social background, culture, race, gender or academic ability.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. We ensure that the curriculum meets statutory requirements through the delivery of:

- The Early Years Foundation Stage Curriculum (Foundation Stage 1 and Foundation Stage 2).
- The National Curriculum (Years 1 to 6).
- Religious Education – (Havering Agreed syllabus).

In addition to the formal planned requirements of the National Curriculum the school ensures that the children experience a wide range of learning opportunities that challenge, stimulate and promote the development of thinking and enquiry which will develop the pupils as lifelong learners and prepared that they are prepared for life in modern Britain. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

What are we trying to achieve through the curriculum? (*Intent*)

- Ensure our curriculum meets statutory requirements across all subjects.
- Provide a bespoke curriculum that meets the needs and interests of the community that we serve.
- Ensure that we provide a curriculum that is progressive in terms of knowledge and skills.
- Provide an innovative, memorable, cross-curricular and creative curriculum that motivates and inspires children to learn and adults to teach.
- Provide a curriculum that allows movement and flexibility so that learning can be led, to some extent, by the children and their interests.
- Ensure the curriculum enables all children to be equipped with the lifelong skills and knowledge to achieve in modern Britain in the context of global citizenship.
- Provide children with the maximum opportunity to reach their potential year on year.
- Provide a progressive approach to the teaching of ‘life skills’.

Curriculum Organisation

Key Stage 1 and 2:

The school delivers the Curriculum as outlined by the National Curriculum. As a result, all medium term planning for year groups 1 to 6 is taken from this document and planned on an agreed school format.

The curriculum is planned to provide continuity and progression throughout the school and consists of:

Long Term Planning: A long-term plan for each year group indicates the ‘themes’ to be taught in each term, and to which year groups of pupils. The long term plan is reviewed on a yearly basis.

Medium Term Planning: A bespoke thematic and cross curricular approach to planning units of work is taken. The planning outlines the detail of work to be covered with the progression of learning objectives. The plans highlight intended pupil outcomes.

Short Term Planning: Weekly English, mathematics and foundation curriculum plans are produced. These identify learning objectives, Steps to Success, learning tasks and differentiation within the lesson, resources required, details regarding lesson conclusion and formative assessment criteria.

Weekly plans highlight the teaching techniques to be employed e.g. Class, group or individual learning and adults who may be supporting this learning.

Daily plans give regard to information about learning targets contained in the children’s Individual Education Plans in the case of children with Special Educational Needs and/or Disabilities (SEND).

Lesson plans are annotated and evaluated on a daily basis based on the learning that has taken place. This is used to inform further learning and teaching activities.

The Foundation Stage:

The provision delivered in the Nursery and Reception classes meets the requirements set out in the Early Years Foundation Stage Curriculum. Provision and curriculum planning focuses on working towards the children achieving the Early Learning Goals and on developing children’s skills and experiences, as set out in this document. Weekly planning outlines focus teaching opportunities and continuous provision both for inside and outside learning. Along with this, daily whole class phonics, maths and circle time sessions are planned.

Focus Activity Teaching plans show, teaching techniques and differentiation and children are taught according to where they are achieving within the Development Matters and Early Learning Goals.

Daily plans give regard to information about learning targets contained in the children’s Individual Education Plans in the case of children with SEND.

Lessons are annotated and evaluated on a daily basis which is used to inform further learning and teaching activities.

Children with Special Educational Needs and/or Disabilities

The curriculum in the school is designed to provide access and opportunity for all children who attend the school. If adjustments to the curriculum are required, then these are made in line with pupils Individual Education Plans, parents and the various external agencies that may be involved in developing support strategies for specific pupils.

How has it been set up? How is the curriculum being delivered?

- Based on statutory requirements of the curriculum
- Progressive in terms of knowledge and skill
- Allows for the repeating / developing of knowledge and skills and in doing so deepening children's knowledge, understanding and skills
- Allows for the application of knowledge and skills learnt in an appropriate context
- Thematic, creative approach that relies heavily on a cross-curricular approach to learning and teaching
- Allows for the school to respond to the needs and interests of the children and the wider community
- Allows for teachers to 'block' subjects where appropriate

What difference is our curriculum making? (Impact)

- All statutory aspects of the new national curriculum are met
- Increased percentage of children assessed at the national 'expected' level across the curriculum which will be evidenced by a comprehensive tracking system
- Increased percentage of children assessed at the national 'mastering' level across the curriculum which will be evidenced by a comprehensive tracking system
- Pupil, staff and stakeholder perceptions will be positive
- Staff and pupils will have the opportunity to reflect on learning and themes and make changes
- Pupils will have the opportunity to lead their own learning in order to deepen their knowledge and skills
- Pupils will be ready for the next stage in their learning and life in modern Britain

For more information please see Appendix 1 below.

Roles and Responsibilities

The **Headteacher** has overall responsibility for the Leadership of the Statutory Curriculum and monitoring of its provision.

The **Deputy Headteacher** has responsibility for the Leadership of Assessment of and for Learning provision within the school including the tracking, analysis of data and identification of underachieving groups of pupils within the school.

Assistant Headteacher's are responsible for the quality and consistency of provision, standards and achievement and for making sure that the Learning and Teaching priorities of all the curriculum areas are reflected in the work of the phase group they lead. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used.

The **Learning Support Manager** is responsible for the development and implementation of provision mapping and for leading and managing the work of support staff to achieve the best possible outcomes for individual pupils and groups of identified children.

Subject Leaders are responsible for the quality and consistency of provision, standards and achievement within the area/s of the curriculum they lead within the school. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Class Teachers are expected to ensure that the curriculum is well planned and delivered and that highlighted lesson objectives are achieved by all pupils at their own level. All teachers assess pupils learning and progress on a summative and formative level and are expected to differentiate teaching strategies in order to ensure that all pupils within their class access the appropriate curriculum.

Monitoring and Review

The Governing Body's **Quality of Education Committee** is responsible for monitoring the way the curriculum is implemented throughout the school. The effectiveness of the curriculum is monitored within committee meetings. Revised curriculum policies and new initiatives are also discussed and ratified, where appropriate, within this committee. Named Governors for areas of learning liaise with the subject leaders and monitor closely the way the school teaches different subjects and the impact on learning, attainment and achievement.

Monitoring reports are produced by the Leadership Team and Subject Team Leaders and findings shared with the Governing Body either directly through the Quality of Education Committee, through the Headteacher's termly report to the Governing Body or through the direct links governors have with leaders across the school.

At Clockhouse Primary School we are aware of the need to review the schools Curriculum Policy on a regular basis in order that we take account of new initiatives, revised Local Authority procedures and Government Legislation.

During the review, consideration will be given to how effective the practices outlined within the policy are in promoting policy aims.

Policy and practice will be adapted in accordance with review findings.

This policy has been reviewed and no individual or group are disadvantaged by the policy or process therein.

Date Reviewed: Autumn 2025

Review Date: As required / within 2 years

Signed:Chair of Governors Date:

Signed:Headteacher Date:

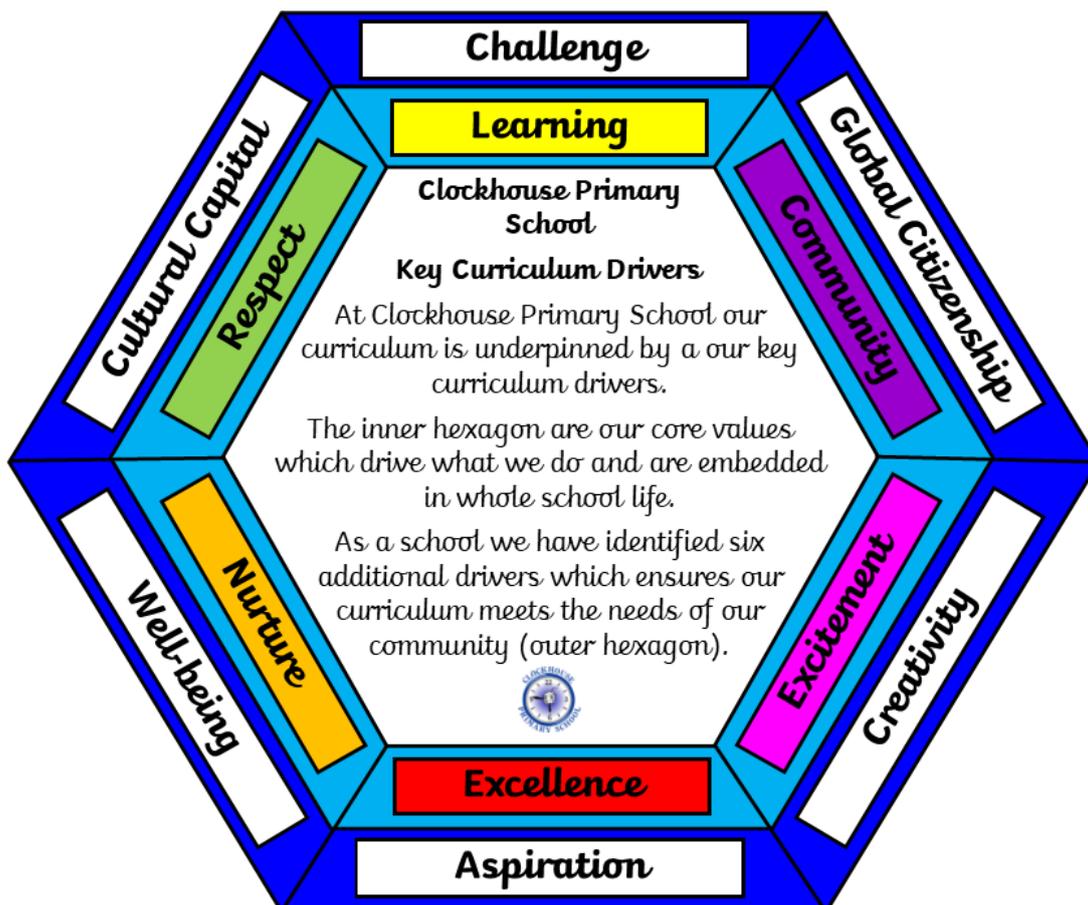
Our Curriculum Rationale

What do we want for our children and how will we work together to achieve this?

At Clockhouse Primary School we have worked collaboratively to design our unique Clockhouse Curriculum which is underpinned by our whole school Vision and Values and is personalised to the needs of our school community. Whilst it is vital that our children learn what is in the statutory National Curriculum, at Clockhouse we know that our children need much more than this.

As a school we adopt a holistic approach which fully recognises that balancing our children’s needs with the statutory curriculum can be a challenge, but instead of the two acting in opposition we aim to ensure the content of the curriculum meets the needs of children whilst also fulfilling statutory requirements. In order to do this, we have established the ‘Key Curriculum Drivers’ for our school which are supported by our six Clockhouse Values. The aim of these are to ‘drive’ the decision making for our curriculum and ‘drive’ learning and teaching. As well as this we use these 'drivers' to underpin the development work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to meet the needs of our community and reflects our location here in Collier Row, Romford.

The below infographic shows our ‘Key Curriculum Drivers’ and how they are supported by our whole school values:



What are we trying to achieve through the Clockhouse Curriculum? (Intent)

At Clockhouse Primary School all we do is underpinned by the values. These values support our ‘Key Curriculum Drivers’. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – At Clockhouse, it is our intention to challenge all our children in all aspects of school life so that they achieve their optimum potential year on year. Through doing this we aim to make them resilient, determined and adaptable individuals who relish a challenge so that they apply these skills to life.

- **Global Citizenship** – At Clockhouse, it is our intention to ensure that our children understand global issues that affect themselves and others. This directly links to British Values which the school promotes throughout all its work. It is our aim to ensure that our children understand their global responsibility and the impact their decisions may have on themselves and others.
- **Creativity** – At Clockhouse, it is our intention to provide an innovative, memorable, cross-curricular and creative curriculum that motivates and inspires children to learn and adults to teach. In a world where we are educating children for jobs that have not been invented yet we need our children to be creative in order to adapt to the world that they live in.
- **Aspiration** – At Clockhouse, it is our intention to raise the aspiration of children and their families and inspire them to lead a fulfilled life beyond the local environment. We want to expose our children to the endless possibilities open to them and instil in them a desire to achieve.
- **Well-being** – At Clockhouse, it is our intention that children are Ready, Respectful, Responsible and Resilient citizens who develop strong values, morals and relationships so that they understand how to keep themselves and others safe and are able to live a positive and fulfilled life.
- **Cultural Capital** – At Clockhouse, it is our intention to provide our children with the essential knowledge that children need to prepare them for their future success and life in modern Britain. We want our children to be exposed to opportunities they otherwise may not have had and be equipped to be good citizens.

How is the Clockhouse Curriculum delivered? (Implementation)

- Our Key Curriculum Drivers, drive the delivery of our curriculum and these along with our values are interwoven into all that we do and the decisions for implementation that we take.
- The requirements of the Clockhouse Curriculum (including National and Local requirements) are mapped out at whole school level by Senior Leaders and Subject Leaders. Individual year groups then plan the curriculum to meet the needs of the pupils they are teaching. This is then adjusted for individual classes.
- Training and support from Subject Leaders ensures that staff have the necessary subject knowledge to deliver the curriculum.
- Where possible the school organises learning under a theme to allow children to make connections with learning across subjects. Where this is not possible or appropriate subjects are taught discreetly.
- The school has established ‘Golden Threads’ which run through the curriculum to ensure a progressive approach to learning and teaching as well as children being able to make connections with their prior learning and experiences.
- The curriculum is planned thoroughly, starting with the children's current knowledge and skills, so that real progress can be made and measured.
- As much as possible learning is linked to real-life experiences to provide the children with a context for their learning and how this relates to the wider world.
- Each term a variety of visits, visitors and themed days are planned in each year group to enrich the learning and create lasting memories via real life experiences. These are also carefully planned to expose children to aspects of life they might not have seen and fills gaps in their experiences.
- Throughout each theme ‘Wow’ learning is planned to engage children and where appropriate families are invited to join children in order to share this learning experience.
- Our own ‘Life Skills’ curriculum ensures children are equipped with key skills to support them in later life.
- Learning is assessed throughout in order to reshape and remodel learning and teaching as necessary.
- The spiritual, moral, social and cultural development of our children and their understanding of the fundamental British Values are woven throughout our curriculum.
- Throughout the year Focus Weeks are planned to further enhance learning and meet the needs of the community and reinforce our curriculum drivers e.g. ‘We Are... Week’ focusing in aspiration.
- Developing the children’s ‘sticky knowledge’ and automaticity is central to our approach. This allows for the repeating / developing of knowledge and skills and in doing so deepening children’s knowledge, understanding and skills.

What difference is the Clockhouse Curriculum making? (Impact)

- From their different starting points, all children will make at least good progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly.

- They will be competent and efficient readers who can readily transfer their skills to a range of contexts.
- They will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.
- They will take pride in all that they do, always striving to do their best.
- They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- They will develop a sense of self-awareness and become confident in their own abilities.
- They will be kind, respectful and honest, demonstrate inclusive attitudes, have a strong moral compass and have a sense of what their role is in our wider society.
- Pupils will be ready for the next stage in their learning and life in modern Britain.