

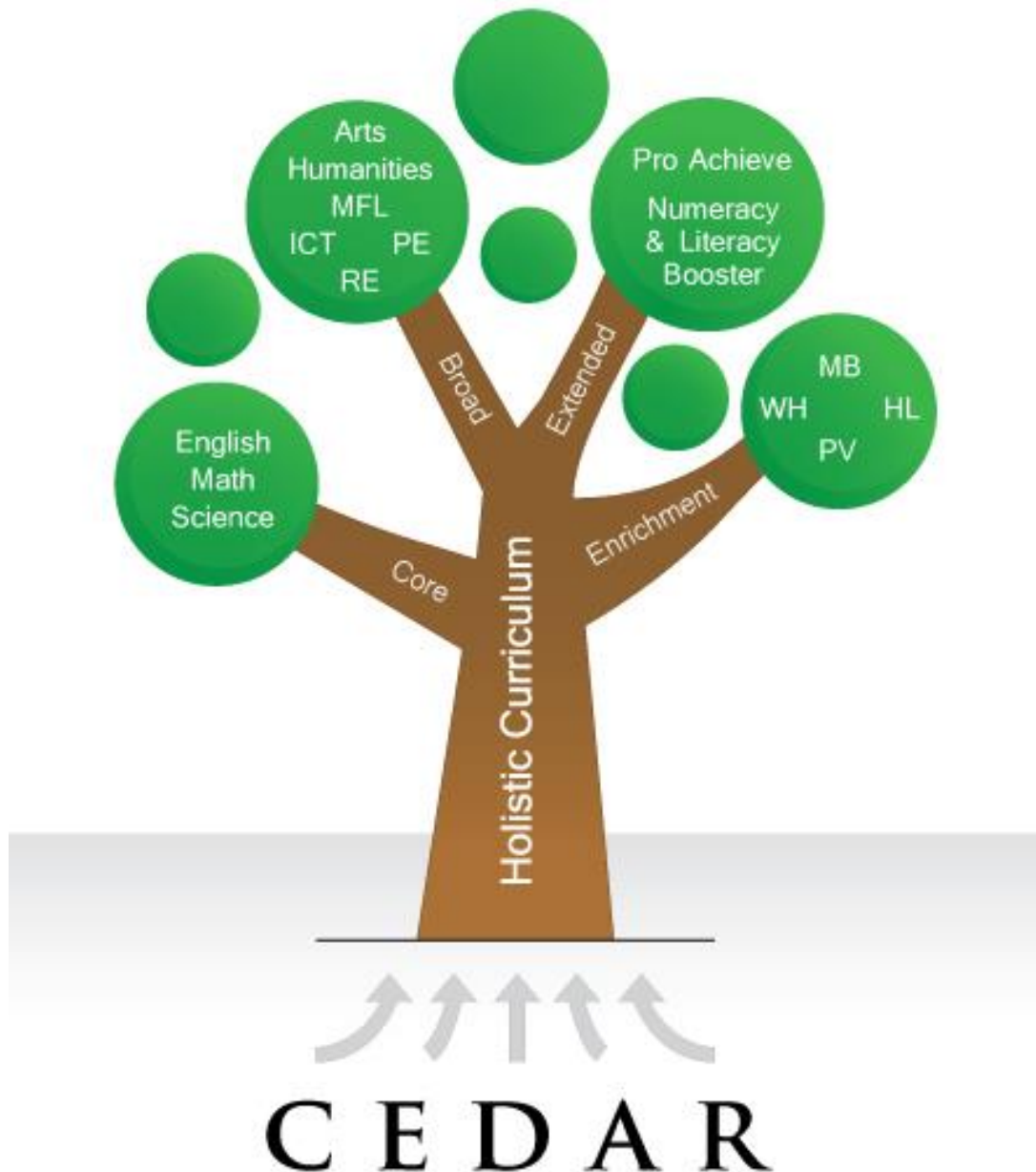


HARMONY
Primary School

Curriculum Policy

Sept 2024 V5

THE CEDAR PRIMARY TREE



Introduction

Harmony Primary School is committed to the development of children and will achieve success by respecting each pupil's individuality. We are driven by our objective to ensure all pupils are granted equal access to a rich and differentiated curriculum matched appropriately to their abilities, interests and specific needs. We believe that every effort must be exerted to motivate each pupil to explore new and exciting opportunities for learning during the formative primary years, whilst maintaining the highest levels of achievement.

Building a solid foundation for all our children will be rooted in academic excellence. We believe **strength in Literacy and Numeracy** will give our pupils the tools to make new discoveries for themselves throughout their education, thereby shifting the focus from learner dependence to learner autonomy.

Our curriculum is founded on five principles:

- **Broad** - Our curriculum will introduce pupils to a wide range of knowledge, understanding and skills. Entrenched in our **Community Root**, we believe that a broad curriculum caters for the diverse needs and interests of our society.
- **Balanced** - Each aspect of the curriculum is allocated sufficient time relevant to the pupil's age and experience. This principle is driven by our **Excellence Root**. A balanced curriculum will enable our pupils to seek excellence in all their endeavours, both in and out of the classroom.
- **Relevant** - Subjects are taught in a way that relates to children's lives and experiences. At Harmony Primary we will focus on ensuring the knowledge, themes, delivery and practices we use are contemporary and innovative. We believe that this relevancy in subject delivery will inspire our pupils to become high-achievers; this is the cornerstone of our **Achievement Root**.
- **Memorable** - The curriculum will provide memorable experiences and rich opportunities for high quality learning and holistic personal development. This principle is central to our **Discipline Root**, as our vision to develop a disciplined lifestyle will originate from our pupils by instilling memorable experiences within them, which will form a blueprint for their future choices and preferences.
- **Differentiated** - Subjects will be taught in such a way that matches pupil's individual needs and aptitudes. This is the foundation of our **Respect Root**. We believe that in respecting the individuality of each child, we will be better placed to distinguish the particular needs of the child. Thereafter, we will maintain a clear set of aims for which our curriculum will be differentiated.

Embedded in our **Roots**, our curriculum will guarantee our pupils are all given the life skills and knowledge they require to become confident, balanced, high-achieving members of society. We will develop clear strategic plans for the progression and achievement of each individual. Our students will constantly be engaged with their wider environment through first-hand experiences and discovery-based learning. We will also promote individual and group learning as key skills. We will seek the advancement of each pupil so they:

- Have a positive influence in their **Community**
- Aspire to **Excellence** in all aspects of school life
- Lead a gratifying and **Disciplined** lifestyle
- Strive for the highest academic **Achievement** and development
- Develop a **Respect** and understanding for their peers, teachers and the wider community.

Our Curriculum:

At Harmony Primary we will follow the National Curriculum at all stages, with a direct focus on Literacy and Numeracy. We believe that the National Curriculum is a well-established model which ensures all students receive a broad and balanced education while helping to raise standards throughout the school. It also offers greater continuity for pupil and teacher transition between key stages and offers increased opportunity for the sharing of skills and ideas between institutions. Furthermore, we believe that delivering the National Curriculum to our students will enable us to select from the widest possible pool of teachers as most teachers are familiar with this format from their teacher training. In so doing, we can ensure that we are drawing on the most talented individuals to deliver our curriculum to our young learners. Using the national curriculum will allow us to gauge the progress and achievement of our school on a national level, thereby setting our outcomes against the very best in the country. We believe the change and development of the National Curriculum over recent years identifies it as a dynamic entity catering for the diverse needs of our society.

Curriculum Overview

At Harmony Primary School, the Curriculum will cover Key Stage One and Key Stage Two.

The Curriculum for Key Stage One and Two is summarised in the table below. It is categorised into our ‘**Four Branches**’ of the Harmony Tree:

Core Curriculum	Broad Curriculum	Extended	Enrichment
Maths	Art and Design. Design Technology. Geography	Literacy and Numeracy Catch-up.	Home Learning Wide Horizons Positive Values
English	History ICT MFL	Gifted and Talented Programme.	Mind and Body
Science	Music PE RE		

Our curriculum meets the needs of our students whilst maintaining an ambitious approach to meeting their needs.

As illustrated in the vision, our Harmony Roots and Ethos develop our Holistic Curriculum which is delivered through the Core, Broad, Extended and Enrichment Branches of the Harmony Tree. The firm delivery of our Curriculum through these four branches will meet the needs of our expected intake.

Moreover, our four Enrichment Initiatives will maintain an ambitious approach to meeting the children's needs in the delivery of our curriculum. Each Enrichment Initiative draws on the Roots of our ethos and vision and these initiatives are among the distinctive features of our school. These four initiatives are:

1. **Home Learning**
2. **Wider Horizons**
3. **Positive Values**
4. **Mind and Body**

Curriculum delivery will be governed by the **Harmony Roots** mentioned in our vision. These form the principles behind our curriculum and will play a vital role in the success of our pupils and, by definition, our school.

1. **Community** – Our Community Root fosters strong links between Harmony Primary School and wider society and encourages our students to appreciate differences in age, ethnicity and social background. Through this key value our students will be engaged with a range of opportunities which will strengthen their understanding of the world around them and prepare them to be conscientious members of society.
2. **Excellence** – Our Excellence Root will be the driver students, teachers and parents aspire to for the highest levels of excellence in all their endeavours, whether academic, skills based and in any other respect.
3. **Discipline** – Our Discipline Root is drawn directly from our Islamic ethos; students are taught to appreciate the benefits of leading a disciplined lifestyle through the character building nature of our Islamic ethos.
4. **Achievement** – Our Achievement Root reflects our commitment to provide an outstanding academic curriculum that is broad and balanced with equal opportunities for every student. Our students' attainment will be set against nationally recognised benchmarks and teachers will closely monitor the attainment and progress of each student tailoring bespoke educational plans to meet every child's individual needs.
5. **Respect** – Our Respect Root cultivates respectful attitudes between students, teachers, parents, carers and the wider community. We are dedicated to promoting a safe environment where students can thrive as individuals while understanding their responsibilities to the wider school community and our attention to encouraging social consciousness will link to the commitments we make in our extended curriculum.

Fundamental British Values will form an integral part of all 5 roots (please refer to our Fundamental British Values statement).

Curriculum Delivery

Our four enrichment initiatives listed above will further the delivery of our four branches of our curriculum; Core, Broad, Extended and Enrichment. Each of our distinctive initiatives will tailor the delivery of our curriculum to the specific needs of our intake. These initiatives are detailed as follows:

1. Home Learning

The essence of this initiative is to develop strong links between home and school to ensure pupils receive the support they require. This is a key tool for the outstanding delivery of our core branch. This multifaceted approach will draw on the many benefits of a close working relationship between the school and the parent or carer. We intend to hold '**Parent Seminars**' during which parents will be informed of key study skills to focus on with their child, as well as fruitful approaches to teaching and learning. This will strengthen the parent's ability to support their child through their path to learning. In addition, our **Education Support Assistant** will be directed to focus on the specific needs of children not progressing as expected. Their role will be to engage parents and work closely with them to understand underlying issue which may hinder their child's progress. Parent will also have access to reports, homework and their child's experiences through our online portal group of professional volunteers will prepare awareness events targeting family preservation and parenting skills.

2. Wider Horizons

The essence of the Wider Horizons Programme is to broaden the experiences of our pupils, igniting their curiosity and developing their understanding of the world around them. These experiences will mould their approach to learning and embed in them values common in our global community. Harmony Primary School works in partnership with local community groups to arrange events such as '**Multi-Cultural Weeks**' and '**International Evenings**'. This initiative will also include an '**Experiences Blog** in which students will log their extra-curricular activities; a diverse variety ranging from calligraphy to debating. These experiences will be translated into House Points; Houses will compete throughout the year with good practice and success being acknowledged in an annual prize giving ceremony. The Wider Horizons initiative will also influence extracurricular outings enabling both the delivery of important parts of the school curriculum and a broadening of pupil experience. The initiative will offer an opportunity to **broaden our pupils spectrum of influence**. Moreover, more traditional trips to museums and theatre plays will be complemented by excursions exploring local industry, factories and infrastructure. In the classroom, the Wider Horizons initiative will take the form of studying **historical figures, famous quotes, and global themes**.

3. Positive Values

Through our Positive Values initiative we will seek to engender a positive approach to learning, achievement and hard work. We will establish a reward system for students exhibiting good and promising behaviour. Through these values, students will be encouraged to develop a sense of community by raising money for charity and other good causes in the community. There will be an emphasis on developing links between the school and the different members of society through trips to local community benefit projects and care homes. For the pupil, this will help engender appropriate levels of respect for other members of society. There will be a special emphasis placed on punctuality, attendance and abiding by the school's '**Code of Conduct**'. This initiative will influence the teacher's approach to dealing with negative behaviour, seeking to instil a positive connection with good behaviour and progress in academia. Based on our **Discipline Root**, we will implement a strategy utilising a range of well established approaches as indicated in our Behaviour Policy

Details for the aforementioned approaches are perhaps outside the scope of this application, but have been developed by our in-house educational expertise and will be provided upon request.

4. Mind and Body Programme

This initiative will focus on developing Healthy Minds and Bodies for our students. Teachers and staff will promote healthy eating for both students, staff and their parents. The student confidential counselling service will form a key feature of this initiative.

EAL at Harmony

English as an Additional Language (EAL), Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments. We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from Year through to Year 6.

Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Our plans for transition between phases of education:

Harmony Primary will facilitate transition between the different key level stages whilst promoting continuity and progression in learning across the curriculum.

We are committed to ensuring that all students develop academically and personally from **year to year** and from **one key stage to the next** in a way which builds on what has already been achieved. To ensure the effective transition between key stages, Harmony Primary will implement the following strategy:

Transition from Foundation Stage Two to Key Stage One:

We will ensure this key point of transition is met with adequate levels of support and guidance. Our Key Stage One teacher will, through the Home Liaison Officer, inform parents of the shift to the National Curriculum in Year 1. With this, we will explain the differences in learning from free flow to more structured lessons. This will also be introduced to children through a transition afternoon where at the end of the Foundation Stage Two Year the pupils will attend a Year One class for an hour.

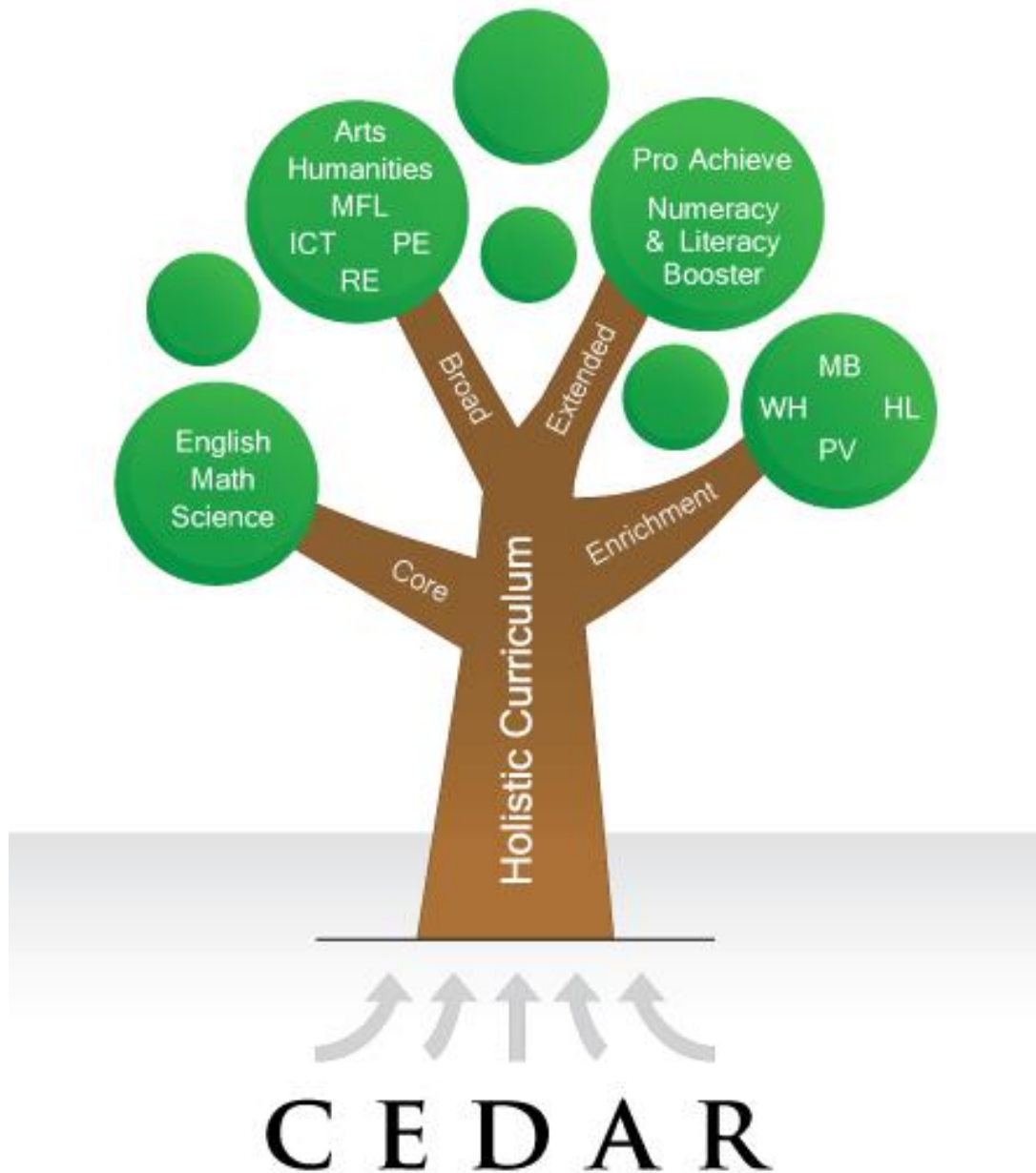
Transition through Key Stages One and Two:

At the culmination of each year, we will hold transition days where students from each class will be invited to their next year's classroom. Awaiting them will be their new class teacher, and each pupil completing this class will have left an example of their work and a note mentioning their three favourite moments for the pupils who will be in their places next year. This practice will ensure a gradual and positive transition between Primary Level Key Stages.

Our transition strategies will be led by a designated senior member of staff but all staff will be involved in the process. Harmony Primary will endeavour to maintain continuity across the different key stages in teaching and learning, thereby creating more opportunities for teachers to observe the work of colleagues delivering other phases. We will ensure effective computerised transfer of data between the different key stages and maximising its use which will in turn improve consistency in assessment and pupil monitoring. This will be processed via our administrative team during the summer term. We will also endeavour to develop links with the local secondary schools to ensure the effective transfer of data between Key stage 2 and Key stage 3. At Harmony Primary, appropriate methods will be employed to support the personal and learning needs of pupils with SEN as they progress from primary to secondary school. We will also facilitate this transition through the EAL, 'Gifted and Talented' and SEN coordinators whilst sharing information of pupil progress, achievement and attainment in the primary school in order to inform future planning and expectations in Year 7.

A detailed description of the Harmony Primary School Curriculum and Setting out how it will be Broad and Balanced.

THE CEDAR PRIMARY TREE



Harmony Primary School will be following the national curriculum for all stages. The curriculum planned for reception children is in accordance with the Early Years Foundation Stage Framework based on the 7 key areas of learning:

1. Communication and Language.
2. Literacy
3. Physical Development
4. Personal, Social and Emotional Development
5. Mathematics, Problem Solving and Reasoning
6. Knowledge and Understanding of the World
7. Creative Development

The curriculum in Key Stages 1 and 2 is in **accordance with the National Curriculum** which consists of 3 core subjects, 6 foundation subjects and Religious Education. There will be an emphasis on the three core subjects of English, Mathematics and Science in the curriculum delivery, in accordance with our two core roots of **Excellence** and **Achievement** highlighted in our vision. The Foundation subjects are Art, Design and Technology, Geography, History, Information Communication Technology, a Modern Foreign Language, Physical Education and Religious Education.

Core Curriculum	<ul style="list-style-type: none"> ➤ English ➤ Mathematics ➤ Science
Broad Curriculum	<ul style="list-style-type: none"> ➤ Art and Design ➤ Modern Foreign Language ➤ Geography ➤ History ➤ RE ➤ PE
Extended	<ul style="list-style-type: none"> ➤ Literacy and Numeracy Booster ➤ Pro-Achieve
Enrichment	<ul style="list-style-type: none"> ➤ Home Learning ➤ Wider Horizons ➤ Positive Values ➤ Mind and Body

Key stage 1 & 2:

Our Curriculum across Key stage 1 and 2 subjects will have **Embedded Learning** as an integral part of the lesson delivery. **Embedded Learning** is a means to combine the development of literacy, language, numeracy and ICT within the delivery of the main subject area. References to this will be given throughout our curriculum outline.

Harmony Primary School's Extended Curriculum Branch

Numeracy and Literacy Booster:

We realise that all classes will have students of differing abilities. Our curriculum delivery will contain differentiated lessons, employing suitable learning opportunities for all children by matching the challenge of the task to the ability of the pupil. However we recognise that some pupils require further support beyond the time constraints of the timetabled lessons. Our '**Pupil First Pledge**' and five **core roots** will ensure that we prepare all students to reach their full potential. We will provide every opportunity, working in partnership with parents and educators in our determination to be inclusive.

All students will be regularly assessed throughout the academic year. Those found to be in need of extra support (in addition to timetabled provision) will be enrolled onto our **Numeracy and Literacy Booster Programme, these will be run on Saturday mornings**. Our **Achievement root** will be the driving force that will steer this process so that every child masters the fundamentals of literacy and numeracy.

Numeracy and Literacy Booster sessions will be open to those with SEN. Pupils on 'school action plus' will be provided with other specialist support, and therefore will not be enrolled onto the **Numeracy and Literacy Booster Programme**.

Pro-Achieve Programme: As part of our **Achievement and Excellence roots**, Harmony Primary School will recognise the importance of stretching and challenging our students in order for each of them to achieve their full potential. A distinctive feature of our school is the **Pro-Achieve** Programme which is an extension programme that will provide weekly support for those who have been identified as gifted and talented pupils. The **Pro-Achieve** programme will run with the following objectives:

- To support and celebrate the abilities, personal qualities and talents of gifted and talented children.
- To ensure that all children receive an education that enhances their abilities.
- To provide teaching that makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.

The following strategies will be implemented as part of the Pro-Achieve programme:

Teachers from different year groups, teaching assistants and specialist volunteers will work collaboratively to run the programme. This will be done according to a pre-agreed rota that will be stated within their contract of employment.