Curriculum Policy

February 2023

The beauty of a Micro-School is the individual care and attention provided is much greater and curriculum adaptations can be made to fit the needs and interests of the child. Hove Micro-School values parent and child interaction with the curriculum and learning and there are always opportunities for input and development.

Hove Micro-School is proud to provide a broad and balanced curriculum including core subjects; Maths, English, PE, Science, ICT, MFL, Art, Music, History and Geography at primary school level.

Hove Micro-School dictates that the curriculum outlines should be flexible and child-centred in nature, considering catch up requirements due to the attendance missed due to COVID-19, allowing Hove Micro-School to provide a bespoke education.

**Fundamental British Values in the Curriculum**

The Prevent strategy defines British values as:

1. Democracy
2. The rule of law
3. Individual liberty and mutual respect
4. Tolerance of different faiths and beliefs

In the curriculum, we cover these areas in a holistic and cross-curricular way. This includes:

* Debating sessions and teaching persuasive writing (during English lessons)
* An exploration of democracy during PSHE lessons
* Self-directed activities (collective decision-making) in many lessons
* Children learning about the importance of having rules and how these relate to laws, during PSHE lessons
* Physical Education lessons where we promote ‘fair play’, following and developing rules and being magnanimous in defeat.
* Providing clear rules for internet usage which have been discussed and developed in collaboration with pupils
* Introducing stories with a moral message
* Discussing how to exercise personal freedoms and rights during PSHE
* Teaching pupils about online safety through lessons, to keep themselves safe online whilst they exercise their rights and personal freedoms
* Introducing and teaching topics encompassing different world religions, their festivals and celebrations
* Allowing children to gain a greater understanding of religious diversity and practices – actively promoting diversity through, for example, organising educational visits to different places of worship around Brighton
* Using PSHE lessons to raise and discuss issues of bullying and prejudice.

Curriculum Planning

Our mission is to support the children at Hove Micro-School creative, lifelong learners and we understand that our curriculum needs to be as exciting and engaging as possible with relevant and meaningful outcomes. We endeavour to create stimulating, inspiring, calm and safe learning environments. It is important to us that every child is valued as an individual; we nurture our children on their journey and encourage them to be passionate, innovative, open-minded and independent individuals, respectful of themselves and of others. Not only in our school, but in our local community and the wider world having a strong understanding of what it means to be a global citizen.

Our child-led, flexible curriculum ensures this vision is actioned in every ‘lesson’. Yearly plans outline a structure of open-ended themes which provide a rich and varied programme throughout the year. The class teacher will carefully listen to children and observe their achievements, behaviour, and preferences, and then plan to provide a balance of adult-led and child-initiated activities which will support their learning and development appropriately.

Each class has a visual planning board, which parents, children and teachers use to plan the learning for each half term of the school year. The topic is decided on by the children and the teachers and parents then group activities into a broad range of subjects. Children are made aware that the topic chosen needs to facilitate and ensure breadth and balance of subjects and knowledge.

**Planning process**

Once the topic is chosen by the children, the teacher will use the schemes of work (which are based on national curriculum guidelines) for the appropriate Key Stage to develop a series of activities that will facilitate appropriate learning outcomes. These ideas are then added to the flexible curriculum board for children, parents and staff to view. Collaboration between parents, children and teachers is encouraged during this process, however the teacher is ultimately responsible for effective and well differentiated planning. Alongside their planning, the teacher will use their assessment to identify gaps in knowledge and weave that into their planning.

**Differentiation**

The class teacher is responsible for planning differentiated lessons for their class in order that all pupils are engaged and progress.

We have a great range of pupil ability and age groups; the class teacher will vary their teaching methods to cater for this. There are many methods to differentiate, including differentiation by task, by resources (including time), by questioning and by outcome.

The teachers will also plan enrichment or extension for children who need further challenges and are most able in particular areas. Individual ‘project boxes’ may be used to facilitate effective enrichment activities; these project boxes are filled by either the class teacher or teaching assistant and are personalised to the child.

**Interventions**

Interventions are planned during the weekly staff meeting with teachers and teaching assistants. Intervention observations are recorded on the google drive and shared with class teachers to help inform planning. The class teacher may suggest a short or long term intervention that can be carried out at an appropriate time by a teaching assistant or other member of staff. Records of interventions carried out are shared with parents in the half termly written report.

**Home learning**

For each topic, a set of optional home learning activities or ‘challenges’ are provided to all children. A writing, maths and creative challenge is planned each time. These are available on the notice board for parents and children to take.

**Our clubs**

Our clubs ensure that children have access to a wide range of activities that they may not access during the school day. Our current clubs include Art, Yoga, Outdoor sports, Gardening, Cooking and Music. The existence of our clubs does not mean these subjects are not covered by the class teacher, they just ensure that adequate time is provided for these activities. We use the termly parent’s evenings to receive feedback about our clubs and we react promptly to any suggestions for alternative provision; however we always ensure that at least two hours of physical education is included in our weekly timetable.

**Supporting home educating families**

As we expect a high number of home educating families interested in our setting, we provide extra support and information when necessary to help families build a curriculum at home that correlates with what their children are doing at school. For example, if a child only attends for one or two days per week, teachers may send their planning to parents to carry out at home. In this way, Hove Micro-School is ensuring that home education for those children is planned effectively, even if we are not facilitating the teaching directly. The half-termly reports are also designed to inform home educating parents of gaps in their child’s knowledge and we expect families to follow up on this at home, as we would do in school. Hove Micro-School also acts as a support network for these home educating families, providing workshops for parents and carers who want to develop their own pedagogical knowledge. These workshops are either carried out by the class teacher or head of school.