



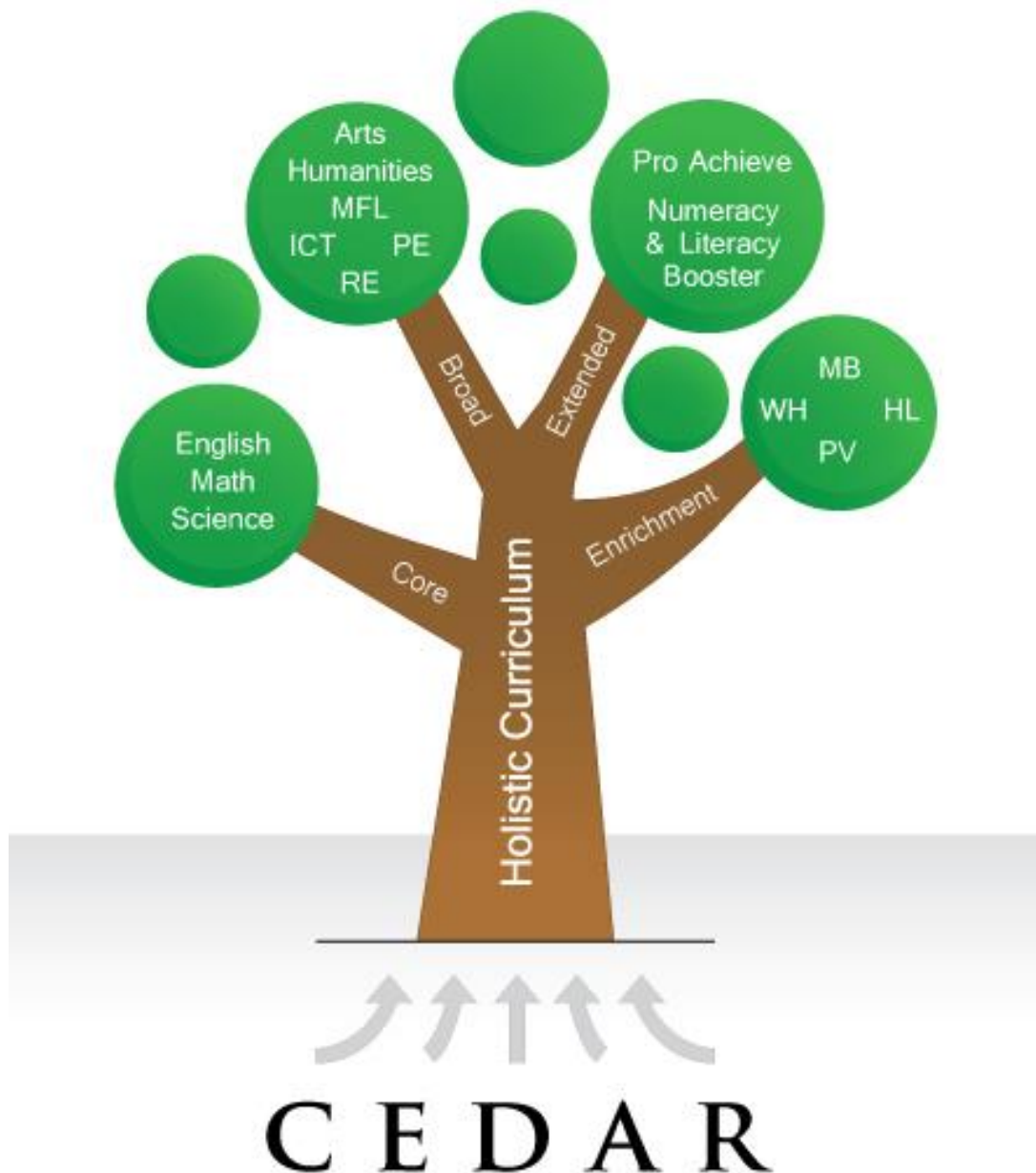
# **HARMONY PRIMARY SCHOOL**

## **CURRICULUM POLICY**

<b>Author</b>	Headteacher	Date March 2020
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# 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 Proposed 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  English  Science	Art and Design.  Design Technology. Geography History ICT MFL Music PE RE	Literacy and Numeracy Catch-up.  Gifted and Talented Programme.	Home Learning Wide Horizons Positive Values  Mind and Body

**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. Professional dietitians will promote healthy eating and deliver workshops aimed at both students and their parents. The student confidential counselling service will form a key feature of this initiative. Lead by our Educational Psychologist, we will ensure teachers are instilling a healthy level of well-being in all our students.

In addition to these four enrichment initiatives, we have two extension programmes.

#### **Literacy and Numeracy booster programme:**

This extended curriculum will provide weekly support for children who are in need of extra help in addition to existing classroom provision. Further information are provided in detailed section below.

#### **Pro-Achieve Programme:**

This extension programme will provide weekly support for children who are gifted and talented to enhance their performance. Further information are provided in detailed section below.

#### **Qualifications:**

Internally, our students will sit Key Stage One assessments as part of our ongoing progress assessment. All our students will sit the nationally recognised Key Stage Two SATS examinations at the end of Year Six. Our 'Gifted and Talented' cohort will also sit the 11+ entrance examinations.



**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.

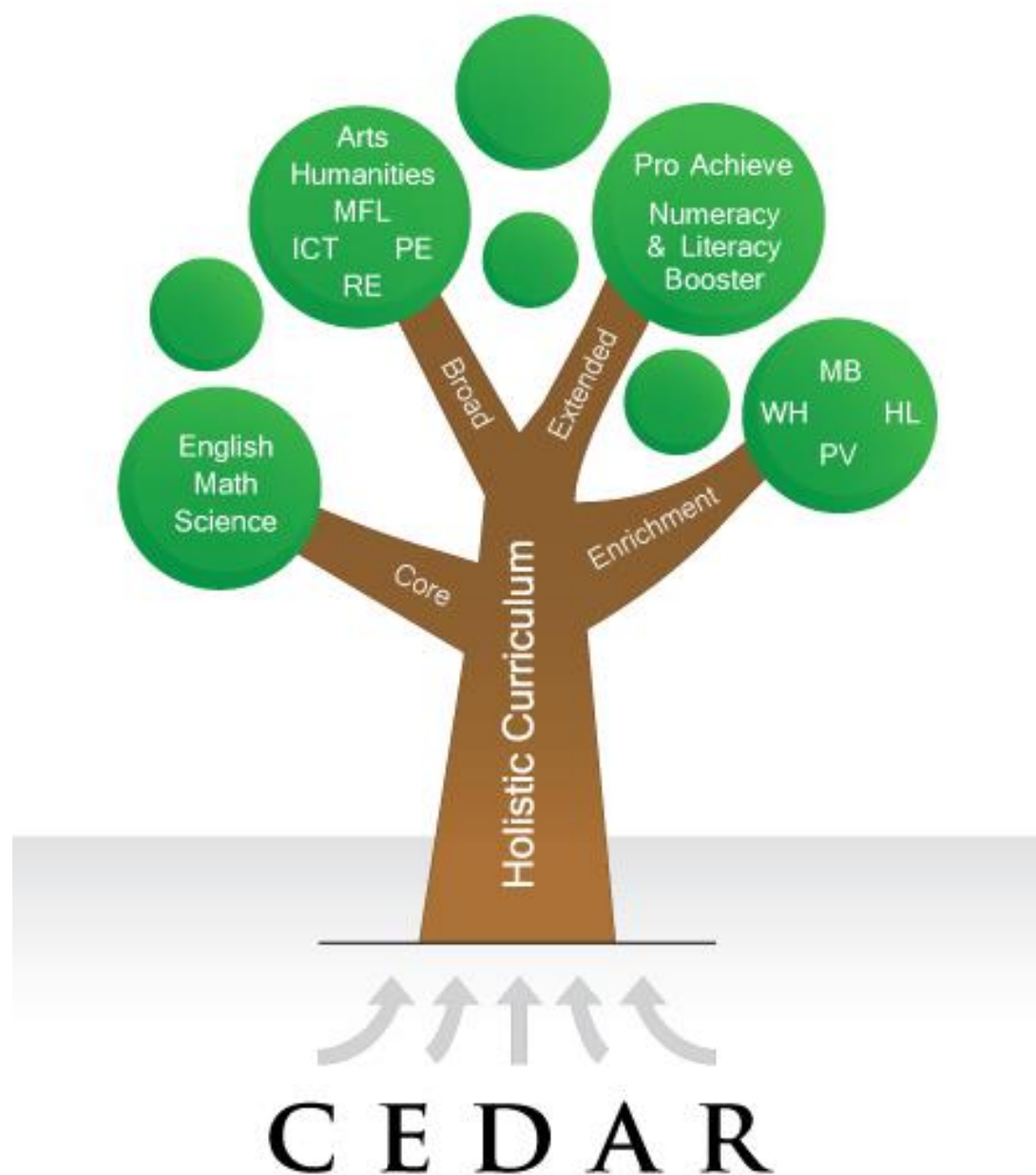
**Transition through Key Stages One and Two:**

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.

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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.

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

#### **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.

## English

At Harmony Primary School we will recognise the importance of developing our pupils' literacy skills as it has an impact on other parts of the curriculum. We believe that improving literacy skills not only lays the foundation for academic success throughout the pupils' journey, but will also improve their ability to express themselves as productive members of the community.

### The delivery of English will ensure that:

- Phonics will be delivered as part of the curriculum to support the progress in reading and writing.
- The timetable will include literacy provision as part of the standard daily timetable and through the **Extended Curriculum Branch**
- Teachers will ensure that **Embedded Learning** will take place for all lessons where all aspects of literacy will be integrated across all subjects.
- The timetable will be structured such that it allows independent reading time, to be facilitated by additional adult volunteers.
- Harmony Primary School will ensure Additional Learning Support (ALS) is available for children who have English as an Additional Language, and for those with 'Special Educational Needs'.

## Mathematics

Harmony Primary School will ensure that all its young pupils are prepared for the challenges of secondary and higher education by equipping them with a strong foundation in numeracy skills. The curriculum will be delivered with the aim of expanding the student's ability to reason, calculate and problem solve in relation to real life situations.

### The Mathematics delivery will ensure that:

- Numeracy provision will form part of the standard daily timetable and the Extended Curriculum Branch.
- Students will be engaged through the use of innovative resources as well as use of Information and Communication Technology (ICT).
- Teachers incorporate embedded learning in all lessons where all aspects of mathematics will be integrated where viable.
- All Mathematics lessons will have a '**Stretch and Challenge**' aspect to cater for the more able pupils, while those requiring ALS will receive appropriate intervention. All teachers will implement this as part of their differentiation strategy. Harmony Primary School will ensure that all pupils will develop their mental arithmetic skills, and this will be an integral part of the calculation policy that will be adopted throughout the school.

## Science

Through the delivery of our Science curriculum at Harmony Primary School we aim to encourage the pupils' enthusiasm, foster their curiosity and creativity, and develop their ability and skills to appreciate the world in which they live. This will be carried out through activities which encourage pupils to ask questions, to learn through practical experiences and to offer their own solutions to problems, enabling them to become independent and effective individuals.

**This will be achieved through implementing the following:**

- Where possible, science will be taught through a cross-curricular approach, enabling pupils to make links between their learning in science and other areas of the curriculum.
- Pupils will be encouraged to communicate ideas orally using taught scientific language and to develop written methods for communicating their ideas (including drawings, diagrams, use of ICT, tables and charts).
- Learning through asking questions, suggesting improvements to their work and supporting each other towards achieving a heightened understanding of scientific concepts will be encouraged.
- A robust science curriculum will form an essential element of the **5 principles of our curriculum** in the context of:
  - Scientific Enquiry
  - Life Processes and Living Things
  - Materials and their Properties.
  - Physical Processes

## Humanities – History and Geography

At Harmony Primary School we aim to widen the pupils' horizons through developing their awareness of the social and physical aspects of their world. This lies at the heart of our **Community Root** and will be reflected in delivery of all Geography and History lessons. Pupils will have the opportunity to ask questions, analyse information and communicate knowledge and understanding. By developing children's questioning ability, we aim to ensure that studying History and Geography will lead them to explore causes, impacts and consequences so as to help them acquire sound knowledge, understanding and skills.

**The Humanities Curriculum delivery will ensure that:**

- A minimum of two hours a week are timetabled to develop the understanding, knowledge and skills of History and Geography across the relevant key stages. This will be monitored through a **summative assessment** at the end of each topic.
- The **Community** and **Respect roots** will be an integral driver of the delivery of the subject content and will utilise the multicultural background of the pupils while developing their understanding of their own heritage.

- Through the delivery of our Humanities programme, Harmony Primary School will endeavour to make cross-curricular links with other subjects as well as reaching out to the wider community in support of our ethos relating to the **Community root**.

## **Information and Communication Technology (ICT)**

Harmony Primary School recognises the importance of ICT as an integral part of the curriculum. Through ICT the school aims to prepare pupils to participate in a rapidly changing world. Increased ICT skills promote independent learning and give greater access to a wide range of ideas and experiences. This enhances the quality of pupil's work across the curriculum and enriches the learning process. All young people across the different key stages will have access to information and communications technology. The distinctive **Harmony Student Portal (HSP)** is an interactive online portal through which the classroom environment is extended into homes through the use of ICT. This use of ICT forms part of the **Home Learning** initiative, part of the enrichment branch of the curriculum.

Harmony Primary School provides suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the pupil. We will achieve this in a variety of ways, including:

- The setting of common open-ended tasks which can have a range of responses.
- The setting of tasks with incrementally increasing difficulty.
- Grouping of pupils according to their abilities and assigning tasks appropriate to these abilities.
- Providing resources of different complexity that are matched to the ability of the child.
- Using classroom assistants to support the work of individual children or groups of children.

We aim for ICT to contribute to teaching and learning in all curriculum areas through **Embedded Learning**. Examples of this include:

### **English**

- ICT is a major contributor to the teaching of English. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet, and they are able to join in discussions with other children throughout the world through the medium of video conferencing. They learn how to improve the presentation of their work by using desktop publishing software.

## Mathematics

- Many ICT activities build upon the mathematical skills of the pupil. ICT will be used in mathematics to collect data, make predictions, analyse results, and present information graphically. Pupils will also acquire measuring techniques involving positive and negative numbers and the use of decimal places.

## Teaching ICT to children with Special Education Needs

At Harmony Primary School, ICT is taught to all children, regardless of their ability. ICT forms part of our school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. When planning work in ICT, we take into account the targets in the pupils' Individual Education Plans (IEP). We believe that the use of ICT can help children in achieving their targets and progressing in their learning.

## Religious Education

The aim of the Religious Education (RE) curriculum is to enable pupils to develop awareness of themselves and others, and of spiritual and religious experiences. Children will grow to understand religious and cultural diversity in order to create meaning and develop personally from their experiences. The following strategies will be employed for the effective delivery of RE as part of our **broad and balanced curriculum**:

- Harmony Primary School's **community root** will facilitate the understanding of children to appreciate common shared values expressed by people of faith and non-faith backgrounds, this will help children understand and become mindful of differences.
- Time will be given for reflection to let pupils contemplate upon religious and spiritual issues.
- Opportunities for oral work will be given, in accordance with our **embedded learning** strategy, so that children can talk about and share their understanding and develop their **literacy skills**.
- Pupils will use language to explain, reflect and ask questions.
- Active learning will be emphasised by providing children with first-hand accounts, for example through visits and visitors.
- Links will be made with other curricular areas especially the visual arts.
- Teaching will focus on stories, texts, lessons, concepts, words and their meanings and significance to different people.
- Attainment of pupils will be assessed using the performance descriptors in the agreed syllabus.

## Physical Education

Harmony Primary recognises that physical education, experienced in a safe and supportive environment, is a vital contributor to a pupil's development, well-being and overall education. This forms part of the **Mind and Body Initiative** of our **Enrichment Branch** as detailed in our vision.

The Physical Education syllabus will teach pupils, through purposeful experiences, to understand and value the benefits of physical activity at school and throughout life. A broad and balanced Physical Education curriculum is intended to facilitate the development of the student's stamina, strength, self-confidence and enjoyment of the activity. It is intended that pupils, irrespective of their innate ability, will enjoy, succeed and achieve their full potential in P.E.

**This will be achieved through implementing the following:**

- At least two hours per week of high quality Physical Education for children in addition to extra-curricular provisions.
- **As part of our Broad and balanced Curriculum we will ensure that PE will contribute to teaching in other curriculum areas (embedded learning), for example:**

➤ **English**

PE will contribute to the teaching of English in our school by encouraging children to describe what they have done and to reflect on and discuss how they might improve their performance.

➤ **Information and communication technology (ICT)**

We will use ICT to support PE teaching when appropriate. For example, in gymnastics children will make video recordings of their performance, and use them to reflect on and develop their movements and actions.

**Extra-curricular activities**

The school provides a range of PE-related sporting activities including swimming, football and cricket for. The school will send details of the current club activities to parents at the beginning of each term. We will also play regular fixtures against other local schools and participate in existing area competitions.

This forms part of our drive towards a healthier lifestyle as part of the '**Mind and Body**' initiative.

**Art and Design**

We recognise that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. This will be achieved by:

- Ensuring that the students understand that the acts of investigating and making something include exploring and developing ideas, as well as evaluating and developing work.
- Implementing a mixture of whole-class teaching and individual/group activities.
- Encouraging children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. This will instil the **Positive Values** as part of our enrichment branch.



- Giving pupils the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales.
- **Implementing our Broad and Balanced Curriculum to ensure the contribution of teaching in other curriculum areas (embedded learning), for example:**
  - **English**  
Pupils have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.
  - **Mathematics**  
Pupils are given the opportunities to develop their understanding of shape and space through work in two and three dimensions.
  - **ICT**  
Pupils use software to explore shapes, colours and patterns in their work.

### **Cross-curricular links (Embedded learning)**

Where possible, skills based activities will be taught as part of each unit's cross-curricular learning themes. Stand-alone units of work may be taught in order to ensure appropriate coverage of a range of skills, techniques and media.

### **PSHE**

Harmony Primary encourages all our pupils to play a positive role in contributing to the life of the school and the wider community. We believe that Personal, Social and Health Education (PSHE) and citizenship enables our young pupils to become healthy, independent and responsible members of society. They will also learn to appreciate what it means to be a positive member of a diverse multicultural society. This will be achieved through the implementation of the following:

- Active learning will be utilised in the delivery of the sessions by including the children in discussions, investigations and problem-solving activities. All pupils will be encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves.
- Classes will be organised such that pupils will be able to participate in discussions to resolve conflicts or set agreed classroom rules of behaviour. We will offer children the opportunity to hear visiting speakers, such as health workers and the police, whom we will invite into the school to talk about their role in creating a positive and supportive local community.

- On some occasions PSHE and citizenship will be delivered through other subjects. For example, when teaching about local environmental issues in geography, we will offer pupils the opportunity to explore who is responsible for the planning of proposed local developments. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we will deliver some of the PSHE and citizenship content through our religious education lessons.

## 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.