



Hook Infant School

Teaching, Learning and Curriculum Policy

2026/2027

Hook Infant School Curriculum Statement

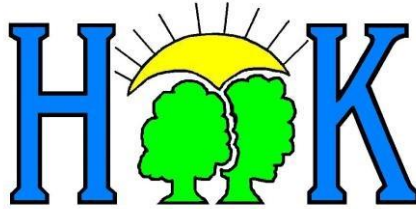
At Hook Infant School, we are passionate about promoting and instilling a love for learning alongside developing the spiritual, moral, social and cultural (SMSC) development of all children. We do this through providing an exciting and stimulating curriculum where all children are motivated to learn, share their ideas, value and respect each other's contributions and achieve their best. We aim to provide pupils with the knowledge and skills needed to become lifelong independent, resilient learners and thinkers, and confident, happy, articulate, and online safe citizens.

In Year R, the Early Years Foundation Stage (EYFS) Curriculum is carefully planned and tailored to the needs and interests of the children and is delivered through play in an interactive and exciting setting that encourages them to explore and make sense of their own surroundings, in both the indoor and outdoor areas - whatever the weather. In Years 1 and 2, the National Curriculum is embedded and enhanced through exciting half termly topics which the children contribute to designing based on what they already know and what they may like to find out. Our Trailblazers initiative for all year groups further enhances our rich curriculum by ensuring that learning is facilitated through indoor and outdoor activities and through this creative approach, enables us to make learning meaningful, relevant and engaging.

Developing the whole child is of key importance, and with this in mind, we offer a broad and balanced curriculum based on our vision of 'Every Child, Every Day, Every Future' which encompasses our School values of Respect, Kindness, Perseverance, Teamwork and Courage and the fundamental British values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths and beliefs.

Aims

- To provide a stimulating and inviting learning environment that celebrates individual achievement and reflects warmth, security and safety
- To build on children's existing strengths, interests and experiences, and develop new knowledge, skills and understanding in order to equip them with the knowledge and cultural capital they need to succeed in life
- To promote a positive attitude to learning through the children's enjoyment and curiosity, fostering their belief that they can achieve anything
- To ensure equal access to learning for all children, with high expectations for every child and appropriate levels of challenge and support
- To develop children's self-esteem, sense of self-worth, confidence, resilience and independence



- To promote and foster good mental health and emotional well-being
- To develop an awareness of, and respect for, the feelings and beliefs of others by supporting children's spiritual, moral, social and cultural development
- To provide opportunities for the children to think creatively, and encourage questioning and problem-solving
- To support children's physical development and responsibility for their own health, and enable them to be active
- To develop awareness, understanding and respect for the environments in which the children live and learn

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 and Equality Act 2010, and refers to the Department for Education's Maintained schools governance guide and Promoting fundamental British values as part of SMSC in schools, November 2014.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and Responsibilities

The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that all required elements of the National Curriculum and EYFS statutory framework are taught. The headteacher will ensure that the wider school curriculum is reviewed in line with current pedagogical thinking and best practice, and that provision for all pupils is adapted to their needs in order for all children to achieve their best.

Other staff

The curriculum leader will ensure that the school curriculum is implemented in accordance with this policy and in conjunction with all subject coordinators.

Working alongside the curriculum leader, subject coordinators will:

- Contribute to evaluating the impact of the teaching in their subject and support the curriculum leader to make required adjustments and changes as required



- Review and revise their subject, keeping up to date with local and national developments and share examples of good practice
- Where relevant and possible, work with colleagues from other schools to further their knowledge, share good practice and collaborate on shared projects
- Support and guide colleagues on issues related to the subject
- Ensure that subject knowledge across the teaching staff is current and robust, and plan for staff development as and when needed in order to improve practice
- Work with colleagues to plan units of work that meet the needs of the National Curriculum or EYFS, as well as the needs of the pupils and school
- Contribute to monitoring and evaluating the quality of education in their subject
- Ensure efficient resource management for their subject
- Analyse assessment data for their subject and report to the curriculum leader

All teaching staff are responsible for the evaluation of the teaching, and as such are required to feed back to individual subject coordinators as to the efficacy of the direction of the subject, the planning and resourcing.

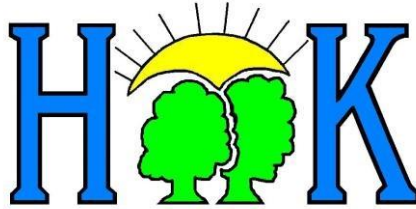
Organisation and planning

At Hook Infant school our curriculum is carefully planned through a creative thematic approach and one which reflects our mission, school values, and the fundamental British values. Half termly topics enhance the statutory requirements of the National Curriculum by creating an exciting broad and balanced curriculum, taking account of the children's needs and interests. The children are also given opportunities to contribute to the development of their curriculum through sharing what they already know about a topic and what they want to find out. Our Trailblazer initiative has further enhanced the curriculum ensuring that learning is facilitated both indoors and outdoors, and provides children with additional opportunities to excel. Topics are continually reviewed and revised by all staff and communicated to the curriculum leader.

In KS1, curriculum maps show how the progression of skills are taught and these are further expanded within our medium-term planning (MTP) documents. All MTP documents are reviewed and revised within year teams and alongside subject coordinators. We follow the Hampshire locally agreed 'Living Difference Syllabus' in the teaching of Religious Education.

Personal, social, health and economic education (PSHE), including relationships and health education (RHE), spiritual, moral, social and cultural (SMSC) development and the teaching about fundamental British values is taught in PSHE lessons enhanced further by the SCARF (Safety, Caring, Achievement, Resilience and Friendship) scheme of work, as well as through all subjects across the curriculum, and through Collective Worship. More information can be found in the relevant policies.

See our EYFS policy for information on how our early years curriculum is delivered.



Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.

Teachers will plan lessons so that pupils with SEND can access the EYFS and every National Curriculum subject to ensure that there are no barriers to learning and achievement.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned and adapted so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and local offer, and The Single Equality Scheme.

Monitoring arrangements

Governors, alongside the HT monitor coverage of the EYFS, National Curriculum subjects and compliance with other statutory requirements through:

- School visits, including lesson observations, school trips, reading with children and internal book looks
- Meetings with subject coordinators
- Regular discussion during Governor curriculum meetings
- HT reporting at full governing body meetings

Subject coordinators monitor the way their subject is taught throughout the school by:

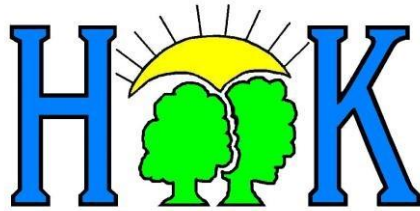
- Conducting learning walks
- Undertaking book looks
- Undertaking pupil conferencing

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment and Marking policy
- SEND policy

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Author: L Hannan



- The Single Equality Scheme
- Pupil Premium Strategy
- RHE Policy (inc. SCARF)
- Subject policies
- Safeguarding Policy
- Online Safety Policy
- Collective Worship Policy

Reviewed and Revised: May 2026

Approved by the Governing Body, Hook Infant School

Signed: *Alison Collier*

Date for review: May 2028