

Haveley Hey Curriculum Statement

Intent	<p>We provide a broad and balanced curriculum based on the National Curriculum which builds knowledge through first hand experiences and enables children to draw on a wide range of opportunities to connect this learning. We will provide:</p> <ul style="list-style-type: none"> • a curriculum and ethos within our schools based on the Convention of the Rights of the Child to develop independence and personal responsibility • specialist teaching provision across a range of subjects to enhance the learning of pupils within the context of our community • a range of relevant memorable experiences that pupils can use to make connections to their learning • opportunities, through career based learning, for all pupils to raise their aspirations for their future life • through targeted provision, a curriculum that is successfully adapted, designed and developed to be ambitious and meet the needs of our pupils with SEND. This will develop their knowledge, skills and ability to apply what they know and what they can do with increasing fluency and independence 		
Implementation	<p style="text-align: center;">Curriculum</p> <p>We follow the National Curriculum as a starting point, but enhance this for our own context using the Cornerstones philosophy of Engage/ Develop/ Innovate/ Express. Our curriculum is centered around the rights of the child.</p>	<p style="text-align: center;">Key Concepts</p> <p>All foundation subjects use key concepts as 'big ideas' to hang learning onto. These concepts are revisited throughout school to allow children to transfer information to long term memory and build upon prior knowledge. We believe that using concepts in this way will give learners a deeper understanding of the subjects and prepare them for further learning.</p>	<p style="text-align: center;">Subject Specific Approach</p> <p>Subject leaders will become experts in their area of learning through a programme of CPD and evidence based research. They will share this knowledge with their colleagues to give teachers the specific skills to raise standards in teaching and learning across a wide range of subjects. These 'tricks of the trade' will vary across the subjects and equip staff with tools to engage all learners and develop their interests and talents, allowing them to be the best they can be!</p>
Impact	<p style="text-align: center;">Pupil Voice</p> <p>Pupil's are able to talk confidently about their learning in different subjects and evidence that they have transferred learning to long term memory. They will have a good understanding of the different concepts in different subjects. Pupil voice will be sought by subject leads to gain a deeper understanding of attitudes and learning in their area as well as by curriculum leads to develop and adapt the curriculum, ensuring it remains relevant in our context.</p>		<p style="text-align: center;">Evidence of Knowledge and Skills</p> <p>In order to ensure that learning is transferred to long term memory, staff start lessons with low stake recall quizzes to test children's retention of sticky knowledge. Staff use progression documents to identify where concepts have been taught previously, so that this prior learning is used as a starting point and built upon over the course of a unit. Children use mind maps to evidence their learning at the end of these units. Teachers use these methods to formatively and summatively assess where children are in all subjects to find strengths and gaps in learning and adapt future teaching accordingly. This is shared using school systems with subject and curriculum leads.</p>
	<p style="text-align: center;">Resilience</p> <p>Growth mindset is woven through all aspects of the curriculum to ensure that children understand that mistakes are an essential part of learning and that they feel safe in the classroom environment to make them. Through different subject areas, explorative learning and risk taking is encouraged to develop the children into confident, resilient learners.</p>	<p style="text-align: center;">Ambition</p> <p>We have developed the 'Passport for Learning' to provide every child with relevant first hand experiences to gain cultural capital and develop keen, enquiring minds. This helps our pupils to make connections with their community and the wider world and ensures they have the same opportunities as their peers nationally. We regularly invite visitors from all walks of life into school to raise aspirations and broaden awareness of future careers and opportunities to equip them to succeed at secondary school and beyond. This is done through whole school events such as World of Week as well as through subject specific work. We invest time and resources into developing children's responsibility and promoting active citizens through pupil leadership groups such as the School Action Team and Eco Team.</p>	<p style="text-align: center;">Respect</p> <p>The school curriculum is built on the UNICEF rights of a child and makes links throughout all subjects to build on respect and develop children into upstanding, active, global citizens. We provide a diverse curriculum where children are encouraged to be tolerant and open minded to all protected characteristics. We develop strong community links with businesses and local community groups to instil a sense of belonging and pride in the area in which they live. In subject specific areas, staff use character education to develop empathy and real life connections to the global world they live in. Pupil leadership teams focus on current global issues and challenges and feed this back to other students to ensure their voices are heard.</p>