



High Expectations are the Key to Everything!

CURRICULUM

Intent

The curriculum at Hallbrook is woven through our four Success Academy Trust Intent Strands:

1. Achieving Great Progress and Success for All.

- Our curriculum provides linked and connected learning resulting in progressive skills and knowledge applied **independently** as the pupils move through the school, preparing children effectively for the next stage in their education.
- Our curriculum is inclusive, enables achievement for all so that every child reaches their potential and meets their aspirations.
- Our curriculum provides purposeful and meaningful use of technology, developing skills appropriate to achieving success in a technological world.

2. Building Leadership Together.

- Our curriculum systematically teaches and develops communication skills.
- Our curriculum enables pupils to be active members of the community, having an impact on their future and their environment.
- Our curriculum develops skills for leadership in every year group, providing leadership opportunities in the classroom and beyond.

3. Building Character Together.

- Our curriculum includes purposeful and meaningful cultural experiences that enrich learning and develop **independence, confidence** and understanding of the world.
- Our curriculum contains embedded opportunities for children to develop character and values so that they grow as well-rounded people who demonstrate **respect** and **friendship** and are successful in adult life.
- Our curriculum provides experiences that enable children to question and be curious about the world.
- Our curriculum focuses on the acquisition of life skills consequently developing characteristics such as stamina and **perseverance**.

4. Strengthening Wellbeing Together

- Our curriculum contains experiences that enable children to discover their skills and talents and experience success in all areas of the curriculum.
- Our curriculum encourages parents to be effective partners in their children's learning, building **confidence** and trust with all stakeholders.

Implementation

At Hallbrook Primary School we use the National Curriculum (2014) as a starting point for a broad and varied learning experience for our children. Our curriculum is enriched through our strong ethos based on our core values of **respect, friendship, confidence, independence and perseverance**. Through our commitment to developing the whole child, our children have the opportunity to be creative, to be physically active and to be academically challenged. The relevant national curriculum programs of study are taught. Along with effective spiritual, moral, social and cultural (SMSC) development as this helps to prepare our children for life in modern Britain. We actively promote a 'No Outsiders' approach as well as the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We hold our school vision statement **Believe, Achieve, Succeed** at the heart of all we do. We aim to teach children how to grow into **confident, independent** people, who can **respectfully** work and co-operate in **friendship** with others while **persevering** to develop the knowledge and skills they need to achieve their potential.



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Curriculum Subjects

We teach the Foundation Stage Curriculum, the National Curriculum and the agreed local syllabus for R.E.

The subjects of English, Maths, Science, Computing, RE, PHSE, PE and Music are usually taught in specific, discrete lessons. Art, DT, History and Geography are taught as part of our creative learning themes, although it may occasionally be necessary to teach elements of these subjects as discrete lessons in order to achieve subject coverage of the National Curriculum.

The teaching of reading in EYFS and KS1 is taught through the systematic teaching of phonics, building on initial letter sounds, blends and understanding of irregular words which children practise through phonics based readers that are matched to their current stage of phonics learning.

We follow the National curriculum when it comes to reading. We use high quality class based texts from a range of genres and these are supported by a variety of challenging reading books to promote enjoyment of reading for pleasure.

We teach Maths using the mastery approach, based on the White Rose scheme of learning.

Learning Themes

Each of our learning themes is titled with a big question. This promotes curiosity and engagement and the children will find out the answer to the question as they work through the theme. Towards the end of each theme, time will be set aside for the children to answer the question and devise a way of presenting their answer to the class or wider school community. This will provide opportunities for **independent** learning and a drawing together of the learning that has taken place throughout the theme. Through the setting of challenging activities in all areas of learning, children will be supported in developing their **perseverance** when faced with challenge and tricky moments.

Effective and robust planning and assessment systems and the delivery of a creative, broad and balanced curriculum aim to ensure the inclusion and achievement of all children in our school. Each class has a long term curriculum overview that outlines the areas and strands of the national curriculum or EYFS curriculum that will be covered through the year with half termly curriculum maps breaking this down into what will be taught each term. From these curriculum maps, teaching staff identify how they plan to deliver appropriate sessions in English, maths and theme to ensure coverage and progression that meet the needs of all pupils in their classes.

At Hallbrook we follow the Leicester Agreed Syllabus for the teaching of RE. The syllabus covers a range of world religions as well as the opportunity for self-directed study of the bigger questions about faith and religion. This provides the children with the awareness, knowledge, skills and understanding to describe, explain and **respect** the diversity of beliefs and practices amongst the people of the world. Through this knowledge of the diverse beliefs and practices, the children will develop the compassion and tolerance needed to live in **friendship** and partnership with the many people that they will meet throughout their life. Daily assemblies contribute to children's understanding of faiths, values and diversity and social, moral, cultural and spiritual development is woven through our curriculum, including British Values, diversity and character education.

Throughout all the knowledge teaching and learning across the full range of National and Early Years curricula subjects and areas of learning, the children are supported to recognise and take care of their own personal health, safety and well-being. Sessions based on PSHE, emotional well-being, e-safety and personal safety form a consistent thread of teaching across school.

We believe our school has an obligation to provide its pupils with a stimulating environment in which to learn. The learning environment must be safe, clean, well-organised and resourced. Working Walls and displays are an integral part of the learning environment and they are expected to celebrate children's learning and support learning.



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Whenever possible we aim to enrich the curriculum offered to children. The children will go on village studies and class visits and will be visited by artists and theatre groups, as well as having the opportunity to learn a musical instrument. This will develop the broad and balanced curriculum that we provide for the children. Children in Year 4 and Year 6 have the opportunity to participate in a Residential visit. Learning outside the classroom is a vital part of the curriculum at Hallbrook. It is an expectation that teachers, as part of their classroom practice, explore and apply learning opportunities contextually outside of the classroom environment. These outdoor learning experiences provide very real opportunities to develop **confidence, independence** and **perseverance** within all our children; from making good use of our school grounds to encourage active learning which can be taken outside, through to extra-curricular sporting opportunities, visitors, day visits and residential that broaden the children's life experiences.

Impact

Impact of the curriculum is measured through the thorough analysis and tracking of outcomes for all pupils across school – this ensures that no child is left behind. There are a range of assessment procedures in place in school that staff employ to ascertain the attainment and progress of all pupils. Coverage of and progression through the curriculum (National or Early Years) are recorded using tracking spreadsheets which are completed by the class teachers.

Children's grasp of basic skills is regularly assessed in school to ensure that every child makes appropriate progress for their age and starting point. Assessment is generally informal and on-going, with more formal assessment points towards the end of each term. Writing is assessed at the end of each unit in a 'hot write' and marked by all teaching staff before in-house moderation. Teachers use the results from all assessment to help them to identify gaps in learning and to plan next steps in teaching as well as the support and intervention that pupils may need.

Regular pupil progress meetings are held to review the results of assessments and identify children who are at risk of not making expected progress or achieving age-related expected attainment. Pupils with additional needs and those who take part in intervention activities have their progress monitored through provision tracking which is accessed by the SENDCo.

During lessons, teachers will annotate and evaluate the progress of the pupils against the learning objectives, continually assessing understanding through a range of strategies including: questioning, self and peer assessment, learning conversations and target setting. Feedback is given to learners in line with the Feedback Policy. Self and peer assessment are valued strategies which enable pupils' involvement and ownership of their own learning and progress.

Children participate in statutory testing in line with current Government requirements:

- Early Years Baseline
- Year 1 Phonics
- End of Key Stage 1 statutory assessments
- Year 4 Tables Test
- End of Key Stage 2 SATS

The implementation and impact of our curriculum will be monitored through:

- Lesson visits and subject deep dives
- Planning and Book scrutiny
- Pupil progress meetings
- Pupil Interviews
- Parent surveys and feedback



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