

Hailey Primary School



Curriculum Statement

Introduction

At Hailey CE Primary School we aim to support lifelong learning with every member of the school community – children and adults – learning new things every day. Learning should be a rewarding and satisfying experience for everyone and through our teaching we will equip our learners with the skills and understanding to make informed choices about the important things in their lives.

We provide a creative curriculum based around the Cornerstones Curriculum.

With the new National Curriculum being introduced by the Government (2014-15) we have been working hard to refresh our school approach and provision for pupils. As part of this work we have decided to implement the new Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children.

Aims and objectives

Working together we believe everyone can achieve more. Therefore we have high expectations for every child's progress and attainment, planning challenging and appropriately differentiated work; we expect children's commitment to their own achievements and value parental support.

We believe that children learn in different ways and to support this we provide a rich and varied learning environment to allow all learners to develop their skills and abilities to their full potential.

Through our teaching we aim to help each child become:

- An individual – thoughtful, creative and imaginative
- A cooperative person – someone who can form positive relationships and work as part of a team
- A whole person – responding to challenges, motivated and independent
- A responsible person – aware of others needs and diversity, questioning and understanding

We offer children opportunities to develop in different ways. These include:

- Investigation and problem solving
- Research, finding out
- Paired work
- Group work
- Independent work
- Class work
- Opportunities to use ICT across the curriculum
- Visits and visitors to enrich the curriculum
- Debates, role play and oral presentation of work
- Hands on learning
- Learning outside the classroom
- Physical and kinaesthetic learning

Through Assessment for learning techniques and strategies we encourage children to take responsibility for their own learning; to be involved in reviewing the way they learn, setting themselves targets and reflecting on what they have learnt. They are encouraged to reflect on what helps them to learn and what makes it difficult for them to learn.

All our teaching staff

- Provide feedback which leads pupils to recognise their next steps and how to take them
- Promote confidence that every pupil can improve
- Involve pupils in reviewing and reflecting on assessment information

Effective teaching

1. Motivation and challenge

At Hailey CE Primary school we focus on motivating the children and building on their skills, knowledge and understanding. We base our teaching on our knowledge of the children's attainment through rigorous assessment and our prime objective is to further their knowledge, understanding and skills. We strive to ensure that all tasks are differentiated appropriately to the child's level of ability and previous attainment. We have high expectations of all our children. Due regard is given to children with Special Educational Needs and More able, most able and talented which is detailed in Pupil Profile documentation as necessary.

2. Equality of opportunity

All adults at Hailey CE Primary School work hard to establish good relationships with the children in the school. All adults treat children fairly, with kindness and respect and give them equal opportunities to take part in activities regardless of any protected characteristic. All staff follow our agreed Behaviour and Anti-bullying policies and insist on good order and behaviour as set out in the agreed school code of conduct.

3. The learning environment

We believe that a stimulating environment sets the climate for learning and that an exciting classroom promotes independent use of resources and high-quality work by children and adults alike. As a staff we ensure that all classrooms and shared areas are an attractive learning environment. We aim to change displays regularly reflecting the Cornerstones topic/curriculum areas being studied at the time and ensure that all children have an opportunity to display their work at some time during the academic year.

4. The role of PPA

From September 2005 it became statutory for all teachers to be given 10% non contact time for planning, preparation and assessment. This ensures:

- High quality lesson preparation
- High quality teaching and learning
- High quality assessment used to inform planning and therefore improve standards

Learning and the Curriculum

The curriculum at Hailey CE Primary School is primarily topic based. We use the principals of the Creative Curriculum to inspire and stimulate children's learning while focussing on core subjects through discreet teaching. Planning for this is based on a two year rolling programme of Cornerstones topics which ensures coverage of the National Curriculum. Learning is meaningful and we provide a wide range of opportunities to enthuse and inspire. At the beginning of each new topic teachers work with children to identify what aspects children already know and what aspects they are interested in learning next.

We ensure that our curriculum is broad and balanced through following the guidelines in the DFE publication 'Designing and timetabling the Primary Curriculum.' All subjects are taught in accordance with the 'National Curriculum'.

Home learning is an extension of the work in school and it supports and reflects our creative curriculum, providing opportunities for parents/carers to become more involved in their child's learning through topic projects.

What is the Cornerstones Curriculum?

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum is delivered through Imaginative Learning Projects (ILPs) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Cornerstones also provide a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

The role of parents

We believe that parents have a fundamental role to play in helping children learn. We do all that we can to inform parents about what and how their children are learning by:

- Holding parents information evenings to explain our teaching strategies
- Sending information to parents at the start of each term outlining the topics the children will be studying
- Sharing children's work, highlighting next steps to parents during parent/teacher consultations
- Explaining to parents how they can support their child's home learning
- Having an 'open door' policy with which we aim to support parents whenever they have a query about their child's learning

We strongly believe that parents have the responsibility to support their children and the school in implementing the school policies and home school agreement.

This policy should not be read in isolation but should be cross referenced to:

- The SEND policy
- The assessment policy
- The Early Years Framework
- The RE policy
- The collective worship policy
- The behaviour policy
- The anti-bullying policy
- The marking policy
- The home/school agreement
- Equality policy
- Accessibility Plan

We are aware that this policy needs to be reviewed regularly so that we can take into account new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.