

**A curriculum designed for
Hazeldene School
2019/2020**

A curriculum that promotes the school's culture and aims

What is the rationale for the school's curriculum?

The aim of Hazeldene School is to provide opportunities for all our children to develop as independent, confident, successful learners with high aspirations who will know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding. Hazeldene School aims to design a curriculum which will ensure that children will be well prepared for life in modern Britain. Our curriculum is delivered through a thematic approach, which allows children to explore links across the curriculum; enhancing and exciting their learning. Our intent is to design a curriculum that meets the needs of individual and small groups of children which can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. This in turn will impact in a very positive way on pupil outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. We aim to ensure the children feel safe to try new things. High quality visits and visitors into Hazeldene enhance the curriculum and provide opportunities for writing for a purpose.

Our Curriculum Intent - Curriculum design, coverage and appropriateness

Goals/Aims:

We aim to provide a highly inclusive environment where all learners enjoy their education and where most make very good progress in most subjects and areas of learning. Pupils at all levels are helped to achieve their potential. Those who are most able are challenged and supported through appropriate extension activities. Those who have barriers to their learning are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

In Early Years our intent is to provide a curriculum which values and promotes all areas of learning, cradling and nurturing all talents: art, sport, mathematics and literacy.

As a school our aim is to focus on a curriculum which is carefully designed to ensure coverage and progression. Which provides pupils with memorable, diverse and rich opportunities and experiences which will enable them to learn and develop a range of transferable skills. A primary intent and focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning. We do this by often using the children's own experiences, heritage and traditions as a starting point.

Our aim throughout the pupil's journey through school is to ensure they learn how to keep safe and feel safe, our intent is for wellbeing and mental health to be at the heart of our curriculum. We aim to provide our pupils with a curriculum that enables them to develop their' spiritual, moral, social and cultural awareness. Our aim is to always to recognise the development of the whole child: the pastoral support given to children so they can access the curriculum is strong. Care and guidance sits at heart of our school as this allows vulnerable children to access their learning and curriculum entitlement. The school has various systems which support the emotional and mental well-being of children and provides signposting to their parents. We believe this is outstanding. OFSTED Feb 2019 reported

"Leaders have placed the highest priority on safeguarding pupils and have established secure, effective systems to ensure that pupils are well cared for. Adults make sure that when pupils need help, they receive it. Governors are diligent in ensuring that this is the case. The overwhelming majority of parents who responded to Parent View agreed that their children are safe in school. One parent's comment that 'our children are safe and happy here' was typical of the views of others spoken with on the day of the inspection.

Pupils feel safe and they are safe in school. Pupils receive a wide-ranging programme of personal, social and health education activities throughout the curriculum. Because of this they are well placed to judge potential risks to their well-being and safety, including when using the internet. Almost all pupils who responded to the online survey agreed that the school encourages them to look after their mental, physical and emotional health."

Our aim is to promote British values, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) ensuring that children are aware of their rights and responsibilities as a UK citizen. Our intent is to enable the children to become deep thinkers and able to empathise with the feelings and actions of others, seeing points of views and beliefs other than their own. A house system is fully established and runs alongside our golden rules and school values. We have a head girl and boy and deputy head girl and boy who are democratically chosen by the children as part of a full democratic election process. Children are involved in whole school issues which make a difference to their daily lives in school. For example, the School Council share in the decision making of new appointments and are an integral part of the

interview process. Our Head girl and Head Boy and deputies are also fully involved in showing new parents and visitors around the school.

“Parents told me that their children like learning at school. Pupils I spoke with wholeheartedly agreed. They explained that the school’s values serve as reminders of the importance of friendship and generosity in their daily lives. All pupils who responded to the online survey agreed that the school encourages them to respect people from differing backgrounds and treat everyone equally. Hazeldene School is one in which relationships are characterised by respect and good humour.”
(OFSTED FEB 2019)

Our aim is to ensure sport is central to both our curriculum and extra-curricular provision; we know this is hugely beneficial to all our children. We believe the pedagogy of P.E. in sport affects all other areas of the curriculum and enhances children’s learning, physiologically allowing better learning to happen, as well as children learning skills such as listening, problem solving, team work and resilience. We have invested heavily with the P.E. and sport provision, with inclusion for all and this has been evident through being recipients of the School Games Gold Award for past 5 years which reflects the effective sport provision. The school believes that this is an area of excellence and parent/pupil views also convey this.

We aim to ensure music has a high profile in school, we hold the silver ‘Sing-up’ award. Giving singing a focus across the school will engage many children including children with SEND. Musical opportunities are extensive; children have opportunities to learn to play the following instruments violin, guitar and keyboard as individual or group lessons. The children also have the opportunity to play instruments such as drums, keyboard, guitar or vocals as part of “a weekly rock steady class. As a whole class; recorders, tuned percussion and a vast array of other instruments are available for the children to play in weekly music sessions,

We aim to provide the full core offer of extended school provision: To promote physical health and wellbeing, a range of clubs gives learners an opportunity to access a wide variety of sports clubs after school hours and during some lunch times. We also have an excellently run before and after school provision providing the children with a wide range of experiences.

Opportunities to apply knowledge and skills across the curriculum?

In Early Years, our curriculum values and promotes all areas of learning, cradling and nurturing all talents: art, sport, mathematics and literacy.

Our thematic approach allows children to explore links across the curriculum; enhancing and exciting their learning. Children are also involved in whole school issues which make a difference to their daily lives in school. For example, the School Council share in the decision making of new appointments and are an integral part of the interview process. Our Head girl and Head Boy and deputies are also fully involved in showing new parents and visitors around the school.

The Curriculum implementation - how do we consider the content and teaching sequence in each subject?

The school is currently organised into 12 classes plus the nursery In KS1, 22.5 hours is spent each week on teaching the curriculum and in KS2, 28 hours

The curriculum consists of many planned experiences in school and out: lessons, topic days, school council, assemblies, clubs, sports, SHINE days! trips and visits, workshops, residential camps, fund raising, and community work. Outcomes may be designed to meet the requirements of the new National Curriculum but also to develop the skills needed for learning and for life. Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or context each term. In order to ensure that progression and balance is maintained, the programmes of study are then developed into medium term plans which clearly highlight the learning objectives, assessment opportunities, differentiated tasks as well as links to other subjects. These topics are designed with the end in mind, working towards a final project, show or community event. Teachers then translate these plans into smaller units – half term, weekly, daily plans where the specific needs of the learners are addressed. We are developing better ways of assessing children’s needs and measuring impact on progress and attainment and, as such, teaching is carefully tailored to meet the needs of all the children.

Our curriculum impact – How well are our pupils learning the content within our curriculum?

We have four intentions when it comes to measuring the impact of our curriculum.

Intention 1: to develop our learner’s learning (Our head and body: what we learn)

We strive to ensure that our children’s attainment in core and foundation subjects is in line with or exceeding their age related expectations when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering *where they should be for how old they are*. The impact will be that the children will be academically and physically prepared for the next phase of their education, in Britain and the world.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in the corridor, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our school community

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

The impact will be seen by observing how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.

Key stage 1

	reading		writing		mathematics	
	Exp+ standard	EXC	Exp+ standard	EXC	Exp+ standard	EXC
2017 School	88%	20%	78%	14%	83%	19%
2017 National	76%	25%	68%	16%	75%	21%
2018 School	84%	25%	70%	19%	79%	25%
2018 National	75%	26%	70%	16%	76%	22%
2019 School	75%	27%	73%	17%	75%	23%
2019 National	75%	25%	69%	15%	76%	22%

Key stage 2

	reading		writing		mathematics		grammar, punctuation & spelling	RWM	
	Exp+ standard	EXC	Exp+ standard	EXC	Exp+ standard	EXC	Exp+ standard	Exp+ standard	EXC
2019 School	78%	17%	86%	25%	83%	19%	83%	69%	11%
2019 National	73%	27%	78%	20%	79%	27%	78%	65%	11%

Phonics

	Year 1	Year 2
2017	84%	100%
N 2017	81%	85%
2018	85%	100%
N 2018	82%	88%
2019	88%	70%
N 2019	82%	

Early Years

	good level of development
2017	72%
N 2017	70.7%
2018	80%
N 2018	72%
2019	73%
N 2019	72%

Attendance

	2017	2018	2019
Attendance	96.25%	96.25%	95.81%
	N 96%	N 95.8%	No national data released yet
Persistent abs	5.8%	7.7%	Awaiting data
	N 8.3%	N 8.7%	No national data released yet
Exclusions	0%	0.27%	0%
	N 0.03	N 0.03	No national data released yet

Persistence Absence = >10% of session