

# A curriculum designed for Hazeldene School 2018/19

## A curriculum that promotes the school's culture and aims

### What is the rationale for the school's curriculum?

Hazeldene strives to offer a curriculum that gives children the best possible start to their education by developing their independence, curiosity, imagination and desire to learn; we want each child to leave our school with a memorable collection of learning experiences.

The school endeavours to provide a stimulating learning environment, offering a variety of exciting learning opportunities and experiences within a broad and balanced curriculum.

The curriculum promotes our common values, whilst valuing our differences within the school and the wider community.

### Curriculum Intent Statement

The aim of Hazeldene School is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who 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 ensures that children are well prepared for life in modern Britain.

We provide a highly inclusive environment where virtually all learners enjoy their education and 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 struggle 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.

As a school our focus on curriculum development is always carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and providing a purpose and relevance for learning.

Music has a high profile in school and we hold the silver 'Sing-up' award. Giving singing a focus across the school has engaged many children including children with SEN. 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 rocky 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 follow the charanga scheme of work. We also run a weekly infant and junior choir.

We also plan opportunities for the children to know about keeping safe, linked to the KCSiE document. We also plan for and 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.

The wellbeing agenda is at the heart of Hazeldene curriculum. Pupils' **spiritual, moral, social and cultural** development is outstanding. As reported in our last Ofsted Inspection Jan 2016. Pupils show themselves to be deep thinkers. They are able to empathise with the feelings and actions of others, seeing points of views and beliefs other than their own.

"Pupils learn to appreciate one another's views and beliefs. New pupils feel welcome as a result. Pupils who speak little English make friends very quickly because they are listened to and given time to express themselves." Ofsted Jan 2016)

In recognising 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.

Emotional and mental wellbeing is also greatly enhanced by sport. Sport has remained central to both our curriculum and extra-curricular provision; we know this is hugely beneficial to all our children. We also believe the pedagogy of P.E. in sport affects other areas of the curriculum and really 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 4 years which reflects the effective sport provision. The school believes that this is an area of excellence and parent/pupil views also convey this.

Hazeldene school provides 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.

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 chosen by the children as part of a full election process.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. The innovative practice across the school provides a strong foundation and opportunities for children to work in teams and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on pupil outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour.

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.

### **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**

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.

***Please click to see the school curriculum overview for each year group below:***

- [Nursery](#)
- [Reception](#)
- [Year 1](#)
- [Year 2](#)
- [Year 3](#)
- [Year 4](#)
- [Year 5](#)
- [Year 6](#)

### **Phonics**

We teach phonics through the [Sounds Write Scheme](#). This is used throughout the school particularly in the foundation stage and key stage one. We use a wide variety of reading schemes, covering fiction and non-fiction, including *Rigby Star*, *story world*, *sounds write books* and *Oxford Reading Tree*. More confident readers are able to choose from class readers and a well stocked library. The scheme is continued at home. We encourage children to read daily at home and this is monitored via a home-school communication book. The school gives additional booster provision to our younger children who may need it

### **Impact our curriculum is having on standards of teaching and learning**

The curriculum at Hazeldene is well planned and thought-through to enable a wide range of engagement, not only within class but in providing out of class opportunities to enable children to develop themselves as learners and encourage each child to be as independent as they can be. We have a wide range of theme days and SHINE days. Questionnaires to the

parents and pupil conferencing allow the staff to regularly review and assess the impact that the curriculum is having. We have had many positive responses from the children to this effect:

*"I like learning", "I love maths," "I couldn't do my 7,8 and 9s in Year 5 and now I can because I practise on [Times Table Rock Stars](#)," "I enjoy learning new things", "I enjoy school and love Hazeldene", "My teachers help me in everything and are a great help", "It is quiet and we can work with our friends in lessons", "I learn a lot from lessons", "We learn lots and have lots of choice in what we're learning". "I especially love the summer when we go in the swimming pool ", "SHINE days are the best, we get to do lots of things like gardening, drama and the climbing wall" "I love all the trips we go on, my favourite was Warwick castle in year 1 when we went in the dungeon, and year 4 when we went to Hilltop because we did exciting things like the zipwire and sleep in a room with our friends"*  
*"My favourite lesson is art, I loved painting the sunset" "I love learning all the new grammar songs and then using them in my writing", "I loved having WestEnd in Schools in to work with us during Book Week"*

Following a recent parent survey (Nov 2018), and from comments on our class dojo page, we receive acknowledgement that we continue to be successful in our approach to learning and communication with our parents:

*"Good parental involvement at Maths Day."*

*"I don't have any suggestions as I think you are already doing enough to feel involved of all the learning of my child. Thank you."*

*"We really enjoy the weekly Maths challenge."*

*"We think communication with school is excellent, especially Dojo system started. It's great to know what our children are doing at school so we can talk to them about it in the evening. Very impressed with the content and quality of the curriculum they are learning."*

*"Weekly learning plans are fantastic to let us know what is being focused on each week."*

*"Regular updates on class dojo, always lovely to see current work. Sending home the homework so we can help with what he is learning now."*

*"Regular Parents' evenings are useful and informative."*

*"Dojo is a great tool to learn what they've been doing so you can talk about it at home."*

*"Activities to do together in the half term, Maths competitions, projects on topics."*

*"When children are doing well they are praised which makes them feel valued and they continue to work hard"*

*"The poppies are a fantastic tribute, well done"*

*"I think the poppy display looks fantastic. A very creative way to use plastic bottles. Well done everyone!"*

Parental feedback from science week (May 2018) confirmed the positive impact science has with comments such as:

*"Great activates and the children even told us what they had been doing (this is rare!). We are following up with a visit to National Space Centre in Leicester"*

*"T has not stopped talking about science""T couldn't wait to tell us about the planetarium, it really seemed to help him understand the solar system"*

*"Another great science week! The children were buzzing with excitement with lots of news to share"*

*"I'm always amazed by the fantastic array of activities put on during science week the kids learn so much and in such a fun way. Well done!"*

*"I have been hearing all about the wonders of space this week. A topic that has my child full of ideas for the future. His favourites were launching rockets and the planetarium"*

### **How we evaluate and monitor the impact of the curriculum?**

Subject leaders monitor their subjects at least annually through lesson observations, book scrutiny, learning walks, discussions with children and listening to staff's views about how improvements can be made. This information is shared with the subject's link Governor who reports back to the Full Governing Body.

Areas for development are subsequently added to the School Development Plan, which is shared with all staff in school, including support staff. The SDP is reviewed termly by the Senior Leadership Team.

In Early Years we identify the impact of the curriculum through data analysis, on-going observations and aligned with whole school subject leadership.

[For more information on the curriculum see Hazeldene School Curriculum Policy](#)