

Hawes Primary School Curriculum Intent Statement & Curriculum Policy: Everyone Leads Hawes Curriculum

Our vision - in partnership with parents/carers, staff, governors & YCAT:

We are not just a school - we take learning to different places.

We strive to deliver an ambitious education for our pupils through our inspiring curriculum, which enables everyone to flourish to their potential.

We aim for our children to be safe, happy and prepared for life in an ever-changing world.



Our Hawes Curriculum:

- Is our own interpretation of the Statutory Framework for the Early Years Foundation Stage (2021) and the National Curriculum for England Key Stages 1 and 2 (2014 and updates)
- Is **inspired** by our agreed Curriculum Drivers: **Wellbeing, Community, Adventure** and **Knowledge of the World/Global Awareness**.
- Is led by everyone in our school team: teachers, support staff, pupils, subject leaders, senior leaders, governors and YCAT.
- Is ambitious, inclusive and accessible for all, **enabling everyone to flourish to their potential**.
- Develops the whole person – wellbeing, knowledge, skills, understanding, attitudes, creativity, curiosity and values.
- Is broad, balanced and has rigorous, sequenced progression in subject knowledge and skills, informed by educational research.
- Is filled with rich, purposeful learning experiences, which are built on and connected to prior learning and to different subjects and places across the curriculum and beyond.
- Encourages use of outdoor environments and expertise beyond the classroom, in different places.
- Has a local, national and global dimension.
- Includes the cultural capital, knowledge and skills our children need to prepare them for **life in an ever-changing world, wherever their learning journey takes them**.

Guarantee to Learners:

Our Hawes Curriculum guarantees that all learners will:

- Experience learning within the framework of our agreed **Curriculum Drivers**.
- Experience a curriculum which has Reading and learning to read at its heart, with access to a range of high-quality, diverse literature to help them grow a real love of reading.
- Have the opportunity to become independent learners who have real ownership of their learning and understand how they learn best: building memory and fluency through practice, recalls and making connections.
- Be encouraged to ask questions and grow positive mindsets.
- Have the opportunity to learn through play, practical activity, problem solving and performance.
- Experience learning in a variety of different places and environments, outdoors and indoors, with different people.
- Experience assessment as an important, positive part of reflective learning.
- Have the opportunity to develop interests and grow specialist skills, as they become communicators, readers, writers, mathematicians, scientists, artists, coders and technicians, designers, geographers, historians, linguists, musicians, physically active pupils with good levels of personal and health awareness and religiously literate pupils.
- Make connections between subjects and with life beyond school – **taking learning to different places**.

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Curriculum Policy - Everyone Leads Hawes Curriculum:

In partnership with YCAT, our curriculum policy below has been developed to foster a strong and effective team approach:



TEACHERS AND TEACHING ASSISTANTS

- **Must** know every subject's intended curriculum to be taught in each school year.
- **Must** know how this year's curriculum builds on the previous year's curriculum and how it links and connects across the curriculum.
- **Must** know how this year's curriculum will be built on in next year's curriculum.
- **Must** have fidelity to the intended curriculum in each subject - that is a sequenced progression in small steps.
- **Must** ensure pupils know and remember the year's intended curriculum end points.
- **Must** ensure pupils are becoming more fluent and are able to do more.
- **Must** ensure adjustments are made for SEND pupils when appropriate.
- **Must** keep focused on the essentials of the intended curriculum progression and not add additional content that distracts from remembering each subject's and year group's end points.
- **Must** believe in our teaching strategies (see pedagogy below) and believe **all children can progress**.



TEACHER PEDAGOGY AND ASSESSMENT

- **Must** be rooted in the understanding that progress is 'an alteration to pupils' long-term memory' – do children remember the curriculum's essential intended learning.
- **Must** have fidelity to a systematic, sequenced curriculum that builds knowledge in small steps with clear end points in each subject.
- **Must** complete pre-knowledge checks (on the previous unit's knowledge endpoints) before starting each unit of work.
- **Must** ensure the intended curriculum is explicit to all pupils.
- **Must** ensure pupils know the purpose of their learning is to remember their intended endpoints, build fluency (quick, confident and correct) and make connections with other learning.
- **Must** ensure pupils know how their teachers' teaching strategies help them to remember their learning.
- **Must** ensure lessons do not overload pupils working memory.
- **Must** ensure pupils know how deliberate practice/ over learning and recalls help them to remember their intended curriculum.
- **Must** use AFL to address pupils' misconceptions in lessons and ensure pupils' learning steps are effectively building knowledge. Adjustments must be made for pupils when required.
- **Must** complete agreed spaced assessments/quizzes to support pupils to remember each subject's intended end points and check end points have been retained.
- **Must** check pupils' workbooks show the intended endpoints in each subject have been taught systematically.
- **Must** use planned assessment discussions (pupil voice) with groups of pupils to check pupils have remembered their intended end points in each subject.
- **Must** complete agreed standard assessments / unit assessment records for each subject.
- **Must** know pupils who do not remember subject end points and make sure the next year's teacher knows the pupils with gaps.
- **Must** ensure SEND pupils have made consistent progress from their starting points.



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CHILDREN/PUPILS become YCAT 'good learners' who...

- **Must** know the importance of remembering their learning; of building fluency (quick, confident, correct) and automaticity in key knowledge and skills.
- **Must** ask questions to check their learning.
- **Must** know that ticks and test marks are not as important as understanding, memory and skills.
- **Must** know the importance of lots of practice before moving on.
- **Must** know that spaced recall quizzes etc help them to remember key knowledge and end points in their long-term memory.
- **Must** be able to connect knowledge from previous learning and other subjects, making links to help deepen their knowledge of concepts.
- **Must** be able to talk about their learning, showing what they know and what they need to improve.
- **Must** be able to talk through their learning and progress using examples from their workbooks.



SUBJECT LEADERS

- **Must** ensure teachers show fidelity to the intended curriculum and end points of their subject by directive coaching, "drop ins" and work scrutiny staff meetings.
- **Must** ensure monitoring checks (via lesson drop ins, planning and work scrutiny, pupil voice) show teachers' progression in subjects is in the correct order and in small steps.
- **Must** ensure monitoring shows SEND pupils make consistent progress from their starting points.
- **Must** ensure monitoring shows pupils know and remember their intended end points - including quizzes, assessment, pupil voice discussions and scrutiny of work and workbooks.
- **Must** identify areas to improve the subject's intended curriculum progression and/or teaching strategies to help pupils remember the intended curriculum.



LEADERS

- **Must** undertake some planned joint monitoring of curriculum implementation with subject leaders.
- **Must** monitor subject leaders monitoring/ directive coaching evidence to ensure consistency, accuracy and improvement.
- **Must** ensure the subject leader provides evidence that shows pupils know and remember the intended end points in their subject across all age groups.
- **Must** ensure the school implements recommended actions from the Trust monitoring visits/reports.
- **Must** ensure the areas for development are the right ones for the subject.
- **Must** ensure teachers and leaders receive strategically planned CPD to support the effective implementation of the curriculum across the school.



GOVERNORS

- **Must** challenge and hold leaders to account for ensuring pupils receive a high quality of education.
- **Must** ensure pupils know and remember each subject's end points in each school year.
- **Must** receive reports that provide evidence to evaluate how effectively pupils know and remember their subject end points.
- **Must** ensure CPD is strategically planned for teachers and leaders to deepen their subject knowledge and understanding of teaching strategies that will support pupils to remember learning.
- **Must** ensure updates are provided at governors' meetings about the implementation of the Trust's recommended actions.