



Hartsbourne Primary School Curriculum Statement

Statement Of Intent

We want our children to enjoy enriching and meaningful experiences throughout their time at Hartsbourne so that they achieve their best both academically and personally. Therefore, our curriculum is founded on a commitment to strive for consistent progress whilst promoting respect for inclusion, equality and diversity. We aim to go above and beyond the statutory requirements of the National Curriculum and offer a curriculum that is purposeful and innovative, tailored to children's needs and interests wherever possible. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment, irrespective of race, religion or ability.

We aspire to deliver a curriculum for all children at Hartsbourne that:

- Provides purposeful and innovative learning experiences within inclusive and enabling environments.
- Stimulates intellectual curiosity, excites and interests all children and is tailored to their needs, considering their experiences.
- Builds progressive core knowledge and key concepts using a range of learning and subject skills.
- Enables learners to pose questions and follow lines of enquiry, deepening their understanding and becoming reflective learners.
- Enables children to recall and describe new knowledge and concepts in familiar, unfamiliar, local and global contexts.
- Empowers children to use their literacy, oracy, and digital communication skills to purposefully share and articulate their learning with others.
- Involves the community, celebrating and reflecting our diversity and multiculturalism.
- Results in confident, self-assured, emotionally intelligent and resilient life-long learners.

By the time children leave Hartsbourne in Year 6 they should have had (as a minimum) the opportunity to:

- Visit a place of worship (eg church, mosque, temple, synagogue)
- Visit an art gallery and/or a museum and work with visitors on arts-based projects
- Take part in a residential school journey
- Visit a farm, zoo or animal sanctuary
- Learn a language
- Participate in an aspect of performing arts, in front of a live audience
- Play a musical instrument
- Take part in school sports activities (competitive and otherwise) including swimming.
- Use the Nature Reserve for Forest School and environmental activities.

- Take part in a debate and challenge a point of view with sensitivity.

We want to inspire Hartsbourne children to be:

- Reflective, thoughtful learners, able to debate their point of view confidently.
- Willing to make mistakes and use them as a learning opportunity.
- Independent, articulate, creative, confident and well-balanced.
- Aware of their rights and responsibilities and those of others.
- Knowledgeable about how to become, and stay, healthy.
- Happy, motivated and enthusiastic about life and learning.
- Proud of their personal achievements and those of their peers.
- Streetwise, safe and conscious of their surroundings, as well as how to look after their world.
- Able to sustain positive relationships and be respectful, sociable, polite, caring and cooperative.
- Proud of their background and culture and knowledgeable about the culture of others.

Implementation

Class teachers are responsible for planning the curriculum for their class. They make decisions about what resources and materials they use, and how they differentiate them appropriately. They do this using their professional knowledge and expertise, sharing best practice and providing support for each other. Teachers choose a wide variety of language rich, diverse texts as a starting point for all thematic learning.

Subject leaders and senior leaders are responsible for designing the progression in core knowledge, skills and concepts into year group plans. They ensure that all teachers are familiar with curriculum expectations through training, monitoring and coaching, with a focus on ensuring that outcomes can be achieved by all children.

Impact

Class teachers routinely evaluate the progress of children within and across lessons using the curriculum frameworks to make judgements. They use this information to analyse how effectively children are achieving or exceeding expectations and to adapt their planning accordingly. Teachers provide Subject Leaders with timely summative information about the outcomes of children in their class.

Subject Leaders and Senior Leaders routinely evaluate the summative outcomes for their area of responsibility. They use this analysis to identify any necessary actions that develop the quality of provision in their subject, to moderate assessments, and to benchmark outcomes against expectations beyond their school.