



Curriculum Statement

INTENT

We will facilitate a challenging, thoughtful and exhilarating curriculum for all of our children through the provision of rich and varied learning opportunities and experiences that will enable them to be the very best they can be. Those achievements will be academic, creative, competitive and collaborative. Our curriculum provides opportunities for children to apply their good attitudes, skills and knowledge in meaningful situations.

IMPLEMENTATION

At the heart of the taught curriculum are the core subjects of English, Mathematics & Science. We use Dimensions for our wider curriculum, covering all other National Curriculum subjects, called 'Learning Means The World'. The journeys require deep thinking and use a questions to stimulate enquiry. Our curriculum is a thematic approach, where meaningful links are made that add value, with some discrete subject specific work taught as 'stand-alone' units of learning. All 'units' of learning will have an entry based 'hook' and 'purpose' for study. Where possible, learning will be 'first hand' and supported by field study, visits, role-play and practical resources. Learning progression of knowledge, skills and understanding is carefully mapped. Curriculum mapping is reviewed and adapted yearly to meet the needs of the children who are currently in our school.

At Haylands, we actively create **wider participation** opportunities for our children to make a difference to the lives of others. This takes many forms and is often reflected through pupil leadership groups, clubs and projects. Every class engage in debate, and discusses current and environmental affairs. Haylands pupils understand the responsibility they have for supporting those 'in need' locally, nationally and internationally. Reflection time provide opportunities to understand and experience diverse cultures and communities, promoting the expectation of living comfortably with difference.



<p>IMPACT</p>	<p>Progress & Mastery From accurately evaluated starting points, all pupils will make strong progress socially, emotionally, physically, creatively and academically. Skills will be secured and embedded so that they can be applied in different contexts.</p>	<p>Transition Haylands learners will be well prepared for, and transition successfully to their next phase of education with confidence. Demonstrating the skills, knowledge and attributes necessary to tackle new challenges.</p>	<p>Language & vocabulary Haylands learners will communicate with clarity, confidence and conviction. They will have strong verbal and written skills, which sit at the heart of the curriculum. They will develop a rich and varied vocabulary in order to express their views and opinions.</p>	<p>Character Grit and determination will be evident in Haylands pupils at times of challenge. The school will actively promote the importance of 'stick ability' and practice. The school promotes a Growth Mind-set in all aspects of learning and life.</p>	<p>Awareness of self Pupils will be at the beginning of a journey of greater self-awareness. They will learn how habits of mind and body can affect their view of the world and themselves. They will develop a growing understanding of gratitude, self-regulation, empathy, patience, tolerance, care and respect.</p>	<p>Awareness of others Every learner will have had the opportunity to take action to improve the lives of others. Pupils will communicate respectful, inclusive & tolerant attitudes and behaviours towards others.</p>
<p>EVALUATION</p> <p>Periodic summative assessments capture achievement and progress at key points throughout the curriculum. These are subject specific and lead to adapted planning for next steps. Retrieval activities at the start of each lesson allow children to revisit, retrieve and embed prior learning in each lesson.</p> <p>Ongoing formative assessments across all subjects provide pupils with 'live' feedback and opportunities to improve skills and knowledge, day by-day within the lesson & week by week.</p> <p>Qualitative assessment may be supported by tools and frameworks but largely all staff will actively capture achievement across the breadth of the curriculum via observation, discussion and feedback from others.</p>						