

Hoo St Werburgh
Primary School

&

The
Marlborough

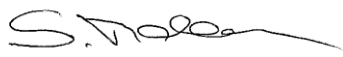


Hoo St Werburgh Primary School

Curriculum Statement

Reviewed July 2023

Signatories

Head of School	Mr S McLean	
Executive Head	Mrs E Poad	
Chair of Governors	Mr P Provins	

Members of Staff Responsible:

Mr S McLean	Head of School
Mrs L Boffa	Deputy Head of School

Review

Dated	July 2023
Next Review	Yearly – July 2024

INTENT:

Teaching and learning at Hoo St Werburgh Primary School aims to equip pupils with the skills, knowledge and attitudes they need to lead successful, happy lives as productive citizens. This involves delivering *inspirational learning activities* which capture the imagination, promote positive attitudes to learning and help pupils to develop independence and thinking skills alongside *rigorous, systematic teaching of basic skills*. We have created a curriculum structure based around the schools core principles please see our HSW Layers of Learning. An embedded part of our curriculum is exposing children to varied first-hand experiences to engage learning our WOW moments.

IMPLEMENTATION:

Our Learning Journey approach ensures that learning has meaning and purpose for the learners. Journeys can be based around locality and have a 'real life' vocation focus. The teaching staff have the flexibility to plan Learning Journeys linking with pupils interests, talents and ambitions. A "Master for all" teaching approach is delivered across all of the curriculum, not just mathematics, which allows for inclusion and access to a full curriculum. This also allows for deepening of learning at different stages of understanding.

Hoo Progression Steps (HPS) and Hoo Coverage Checklists have been created to identify key knowledge (national curriculum elements) for all subjects in all year groups as well as how the knowledge we want our children to learn progresses as they progress through the school. The HPS also allows for all staff to know what pupils should learn in each subject. English is an integral part of every Learning Journey with high quality texts being used as hooks with teaching of specific vocabulary. Subject leaders have a clear reference as to the expectation for their subject on a year-by-year basis through HPS and checklists.

The HPS and HCC will allow for previous learning to be identified and built upon in subsequent years. The teaching and promotion of values (both British values and the school values) is similarly expected and recorded. Our curriculum aims to develop the children's "cultural capital" by exposing them to a range of engaging and motivational experiences both within school through imaginative use of teaching resources and visitors and externally through trips to the local and wider community.

Our focus on the characteristics of learning values of Leadership, Organisation, Resilience, Initiative and Communication (L.O.R.I.C), which are weaved throughout the children's learning, demonstrates how a rigorous and stretching academic education can be complimented and enhanced with a strong focus on developing the personal characteristics of the child, resulting

in children who are as well prepared as possible for the next stage in their education and life beyond school.

Inclusive provision as part of quality first teaching is a core value represented as 'belonging' in our school motto. Extensive resources (both human and material) are available to support staff in delivering this.

All teaching is expected to be at ***least consistently good***. Teachers should refer to the teaching standards and the current Ofsted guidance regarding the criteria and exemplification for 'Good' teaching.

The quality of teaching is judged by triangulating evidence from raising standards meetings, work scrutinies and classroom observations (formal, drop-ins and learning walks). Evidence from SLT, AHTs, phase leaders and subject leaders is moderated to ensure expectations, judgements and feedback to staff are the same across the wider team.

After the termly triangulation exercise, SLT feedback key messages about strengths and weaknesses to AHT and phase leaders, the wider staff and then individuals as appropriate. This ensures that our school is continuing the drive towards excellent standards at all times.

IMPACT:

The impact of our curriculum is measured through a variety of processes. Progress and attainment data is recorded and analysed using our bespoke assessment system which uses a combination of summative assessment and teacher assessment to measure progress and attainment of each child. This ensures that any gaps in progress or attainment are quickly identified and appropriate action is taken. We actively engage the children in examining their learning and providing teachers and the SLT with feedback on their learning. Our structured monitoring system also measures impact by reviewing teaching in classrooms and reviewing the children's work. The use of L.O.R.I.C learning assessments help teachers assess children's characteristics of learning. Finally, we seek feedback from our parents, children and staff through frequent surveys and questionnaires. We have an active school council who are involved in making and reviewing decisions which affect certain aspects of the school .