



**Hughenden Primary Values  
Curriculum Intent,  
Implementation and Impact**

This policy was approved by the Governing body on 16<sup>th</sup> March 2020.

It is due to be reviewed on 16<sup>th</sup> March 2021.

## Curriculum Intent:

At Hughenden Primary, we are developing a curriculum that is nurturing, connected and fully accountable.

Our school values an integrated, cross-curricular, creative curriculum, which allows children to develop emotionally, socially and academically. We take the values of the Hughenden C.H.E.E.R (Cooperation, Honesty, Enthusiasm, Empathy and Respect) ensure that they feature throughout our learning, as we are committed to developing the whole child. Consequently, our children have the opportunity to be creative and physically active as well as academically challenged.

Our school's values are at the core of every lesson. Children get regular opportunities to practice them in the school setting, and to demonstrate them in the wider community. We want our curriculum to be accountable for not only the academic progress of our pupils but their emotional growth as well.

We are proud to use the National Curriculum as a valuable starting point. It helps develop inclusive and diverse learning experiences for all our children. Each subject has clearly defined, incremental skills that provide links and next steps both through the academic year and across key stages.

Whilst recognising the individual skills that each subject provides, our Hughenden Values Curriculum is designed to reflect real life. Increasing the connections between ideas amplifies a person's long-term understanding. We continually review and improve the learning opportunities on offer. A dynamic and inclusive curriculum supports high expectations for all our pupils, regardless of their starting point.

We strive to be at the heart of our community, developing links with residents, organisations, businesses and schools to enrich our pupils' learning. We endeavour to create a flexible and inclusive curriculum that reflects the value of everyone in our community, forging links and promoting lasting cooperation. We also value the environment, and aim, through our curriculum, to teach respect for, and understanding of, our world. We teach care for the environment for present and future generations.

We value relationship we have with our families and work in partnership to enrich our curriculum. We inform families about the curriculum through our Eschools Virtual Learning Environment, curriculum overviews, homework and workshops, and encourage involvement.

**Working together with parents helps nurture minds and empower lives.**

## Implementation

We celebrate the ways in which all our children are unique. Through a well-structured, joined up and inclusive curriculum, we use our Hughenden C.H.E.E.R to promote the views of everyone in our school. We believe the children's moral and spiritual development goes hand-in-hand with their academic, physical and mental health.

The English, Geography and History National Curriculum, builds upon the good practice seen in our current English planning and underpins the core of Hughenden Primary's curriculum. We aim to not only embrace the national curriculum, but to reach further and immerse ourselves in our diverse community and the wider world. To ensure this, we seek to embrace local life and make enriching connections both nationally and internationally, through trips, visitors and projects. These promote learning and empathy at a local and world level. We aim to ensure that learning is cohesive and purposeful at all points.

We plan our curriculum across three phases: Foundation, Key stage 1 and Key stage 2. Within each subject, subject coordinators work with practitioners to develop long term plans which reach across all three phases.

Coordinators agree an overview for the whole school with each year group, indicating what topics are to be taught in each term. Teachers, whilst following the prescribed topic areas and literature, are free to adapt and modify the plan to meet the needs of their class and identify resources. Using their medium-term plans, teachers create cross-curricular links across all subjects and plan out of classroom learning experiences. Teachers develop short-term plans weekly, instilling our core C.H.E.E.R values.

### **The Foundation Stage:**

The curriculum in the Foundation class is designed to inspire a love of learning in our pupils. It introduces the skills they will need to access the wider curriculums.

We ensure that all children access high quality and rich learning experiences promoting their progress in all areas of development. We understand the importance of having an enabling environment and establishing positive relationships with all children from an early stage. We ensure that we stretch and challenge all children through a mixture of teacher led and independent learning opportunities. Teaching and learning in our Foundation class builds upon the skills that the children developed in their pre-school learning. They are centred around the seven areas of learning; Personal, Social and Emotional Development, Communication, and Language, Literacy, Mathematics, Knowledge and Understanding of the World, Physical Development and Expressive Arts and Design.

A strong transition is vital, enabling all children to feel settled and safe in their new setting. For those children who do not join us from our Preschool, Hughenden Hoppers, we sustain positive and lasting relationships with a range of local nurseries and other pre-school providers. We value the vital role that families play in developing their child's resilience and approach to learning. We build positive links with the families of each child through a carefully planned induction process including home visits.

Early assessment for every child, and suitable individual provision secures good progress. We use Tapestry to record the children's development for teacher led activities and independent learning. All families have access to Tapestry so they can note regularly their children's progress and contribute to their profile by uploading what the children experience and learn at home..

We work hard to establish an open and supportive partnership with all families and care givers, which is nurtured throughout the children's transition to KS1.

### **Children with Special Needs:**

We have high expectations of all our pupils, regardless of their specific need/needs. Our curriculum is designed to be both flexible and inclusive, providing opportunities for children to develop their own learning style and to follow their own interests.

We place a high emphasis on pupil's emotional well-being, and we pride ourselves on helping children to build on their personal and social skills, as well as their own resilience in everyday life.

We actively seek collaboration with external agencies, experts and families to ensure pupils maximise their potential. We welcome children with a range of needs and complexities. Some of our children have had a difficult start in life and therefore may not typically be in a mainstream school. Our dedicated staff, trained in the psychology of Nurture group, Young Carers and emotional and mental well-being, provide these children with an adapted Curriculum.

### **Safeguarding:**

Safeguarding is at the heart of everything we do at Hughenden.

Our Watch Out project, work with charities, outside providers for Safeguarding assemblies, work with police and CEOP enables our Curriculum to continually reinforce children's awareness of keeping safe. Teachers are well-equipped to select and modify activities from the Cambridge PSHE curriculum.

### **The Role of the Subject Leader:**

At Hughenden Primary the role of the subject leader is to:

- Develop and create the cross curricular links across individual year groups for class teachers. E.g. connecting English, Geography and History with science or music.
- Support and advise colleagues in their subject through their own CPD.
- Monitor pupil progress in their subject through book scrutinies, summative assessment data and lesson observations..
- Seek external links for whole school and class-based learning opportunities in their subject , collaborating with other partner schools and networks.
- Maintain the whole school resources for this subject and actively seek new resources to help deliver excellence first teaching.

We empower our subject leaders to seek professional development opportunities and value the time it takes for this to be undertaken, fed back and actioned. We value the time devoted to the experience, feedback and action. This development is crucial to the cross-curricular, progressive and inclusive nature of our curriculum.

**Impact:**

The Head teacher is responsible for the overarching organisation and provision of our school's curriculum. The Head teacher, SLT and MLT monitor our curriculum, coordinating with Subject leaders. Our strong and robust Middle Leaders team feedback on both the academic progress and attainment to the Senior Leadership team and the Governing Board. Governors are linked to all curriculum areas. They share our values and vision and support us by being robust and critical friends of the school.

**We have high expectations of children regardless of their starting point. We can nurture minds and empower lives when we work together.**