



Hartington C of E Primary School



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“Caring & sharing as part of God’s family”
“Loving our neighbour as we love ourselves” - Luke 10:27

Curriculum Intent, Implementation and Impact Statement

CURRICULUM

‘Children must be taught how to think, not what to think’

(Margaret Mead American Cultural Anthropologist)

Intent

At Hartington C of E Primary School our curriculum is founded in the development of our children’s resilience through the Christian Values of Perseverance and Courage and aspire to achieve their goals and potential. We believe every child is unique and deserves an aspirational and diverse curriculum that allows our children to grow and understand their role within our ever-changing world. The staff, community and the school’s enrichment partners work hard in delivering a rich, balanced learning curriculum so that our children can challenge themselves within a safe nurturing environment, and begin to flourish and believe in themselves. Through the development of knowledge and skills alongside an openness to opportunities, a positive attitude and a love of learning, these are the building blocks on which our children grow and develop, and to care not only for themselves, but also for members of their local community and wider world.

We teach the National Curriculum, enhanced and delivered in a way that provides rich and stimulating learning for all children in school. We focus strongly on core skills in Reading, Writing, Mathematics and Science as well as providing a broad education in Foundation Subjects. We are passionate about making our learning environment one in which children enjoy participating in active learning, because everyone learns when he or she are happy and engaged in activities. Reading is an important gateway to knowledge and Hartington is a school that promotes a love and enjoyment of reading for pleasure as well as exploring and celebrating children's personal interests. At the same time, we work hard to ensure that children have a deeper understanding of how their learning and subsequent development of knowledge will help support them in becoming valued and pro-active citizens of the future who are articulate and care about the world in which they live.

Our staff and families of the school are extremely fortunate to live and work in a very special and beautiful part of the Peak District. We have recently achieved the Ambassador School Award in unison with the National Park Ranger Service, which supports and promotes the school’s intent and

commitment to plan and deliver opportunities for the children to engage in outside learning activities as much as possible. This includes getting to know the surrounding area the school is situated in, which is achieved through investigative tasks, working with the village community and understanding local industries such as farming and tourism.

Being a very small village school, we are able to offer small class sizes and learning groups. This enables teaching staff to get to know children very well and tailor teaching to help each child make good progress and attainment. The curriculum allows for plenty of opportunities for children to learn in detail about our local environment, community and heritage, including local geography, history and industry. However, we also recognise that looking outwards to the wider world is an essential requirement of the education we provide for our children. In particular, we recognise children benefit from visiting cities and beginning to understand the contribution we make to national and global communities. The school supports these areas through partnerships with other schools, the Youth Sports Trust, The Open Centre, individuals and our participation in the Archbishop of York Young Leaders Award.

Wherever possible we also work with other small schools to enable children to get to know other local children and experience working in larger groups. This is regularly part of our Sports and Physical Education provision, and has also been achieved in Drama, IT, Art and Religious Education work. We find this provision not only helps support our children make a smooth and confident transition into Secondary School, but also if they have to change school's mid-term.

‘What we learn with pleasure we never forget’
(Alfred Mercier French speaking American poet and playwright)

Implementation

The curriculum is founded in a creative topic-based way using the Cornerstones Scheme of Work as our foundation which we believe helps achieve layered learning but also allows for enrichment, consolidation and challenge in its content for the children to access. The requirements laid down in the National Curriculum are adhered to and cross-curricular links are planned for between topics and core subject areas, whilst also considering initiatives and projects the school plans to take part in during an academic year. Making learning memorable is crucial; we start with what the children know and build on that knowledge. We place a strong emphasis on vocabulary, understanding and ensure knowledge and skills are built on and revisited so children retain and can recall their learning.

The curriculum is organised on a cyclical basis to ensure coverage of knowledge and skills for each year group. Teachers plan and deliver the curriculum in ways that best suit each group of children, however we consistently link our learning to quality texts to encourage children's love of reading and model the use of books as a primary source of information. Learning occurs through a mixed range of processes, including individual and group work, written and practical work, and direct instruction and enquiry-based approaches. We encourage the children to form their own ideas and opinions, be curious, ask questions, but to be resilient, and not to be afraid of not achieving definitive conclusions and answers, but always be mindful and respectful of others viewpoints and opinions.

We enjoy many enrichment activities such as educational trips, theme days and joining with national and local events. We believe these to have a significant impact in developing wider skills and awareness, consolidating learning and increasing confidence and cultural capital.

‘Educating the mind without educating the heart is no education at all’

(Aristotle Greek Philosopher)

Impact

Our primary outcome is for children to love learning, be curious and be positive about education as part of a journey, which will last their whole lives. We aim for every child, whatever their strengths and challenges may be, to see themselves as successful and productive learners. We also aim for them to have the motivation to learn through mistakes, resilience, effort and to know that they will be supported in this within a safe and nurturing environment which promotes and values their use of ‘pupil voice’.

We want every child to enjoy their time in primary education and feel prepared, excited and happy to take their next steps in their educational learning journey onto secondary school.

We monitor progress and attainment through regular assessment. This may be formative, including questions and discussions, live marking, verbal, written feedback and other tasks or it may be summative end of topic tests or quizzes. We regularly discuss learning with groups of children to understand their learning experience and engage parents through consultations, questionnaires and informal meetings.

We track the progress and attainment of our children with standardised tests and compare these against national data as required. This data is reviewed by our School Governors and School Improvement Partners. School is committed to continuously improve all aspects of teaching and learning through professional dialogue and the sharing of good practice, lesson observations, reviewing children's work and the monitoring of the school's long-term curriculum plan.

We recognise that the impact of our curriculum cannot always be measured directly and constantly seek opportunities to engage in wider opportunities to develop character virtues, skills and knowledge. For example, we take part in competitive sport as a cluster, invite a range of visitors into school to talk about their work, have workshops to improve road safety and online safety, etc. The impact of these events is also considered as an important part of school experience and learning.

**Jesus said, “The Kingdom of God is like a little mustard seed. This seed is very tiny at first,
but this is just the beginning of something” ...**