

The curriculum at Hemblington Primary School



WHAT ARE WE TRYING TO ACHIEVE?

We pride ourselves on our supportive family orientated approach and we aim to be a happy and inclusive place in which to learn, where children can achieve academic success and develop high aspirations for a bright future.

We want children at Hemblington School to grow up with values based on tolerance, mutual respect and self-discipline.

- **Treat each child as an individual** so our school environment and teaching specifically targets their learning needs and develops their ability and social skills.
- **A focus on literacy** which enables children to express themselves clearly and imaginatively and develop a passion for reading and writing.
- **A focus on mathematics** to encourage children to develop a logical approach to problem solving in becoming confident skilful mathematicians.
- **Deliver a wide and diverse curriculum** where aesthetic awareness is developed through music, literature, art, sport and outdoor learning whilst foundation subject skills are developed through projects, research and reasoning.
- **Positive values** where respect, good manners, moral awareness and independence is encouraged and promoted through our 'Growth Mindset' culture.
- **Foster and develop strong home and school links** recognising the importance of effective communication and the relationship between school and home.
- **A positive, supportive learning environment** to develop their resilience and learn that mistakes are an important part of learning.
- **Encourage staff development** to ensure fulfilling roles for staff and deeper learning opportunities for children.

HOW DO WE ORGANISE LEARNING?

At Hemblington we design and implement our curriculum in order to meet individual learning needs across a range of subject areas.

Through these curriculum aims we look to develop children's independent thinking and their ability to talk confidently about their learning.

We place great importance on developing vocabulary across all curriculum areas so that children are better able to talk about their learning experiences as well as their feelings, enabling both academic progress and support of wellbeing across the school for all children.

To assist these aims we use practical and engaging activities to support and enrich learning, as well as introducing key aspects of subject related vocabulary from the outset of a child's time at Hemblington.

At Hemblington we have developed an enriched curriculum extending far beyond the academic, supporting learners to become resilient, confident, responsible, respectful, active citizens contributing positively to society.

We teach our curriculum in class, in groups (both mixed ability and ability grouping) and on an individual basis.

All areas of the curriculum are well-resourced, assessed and regularly reviewed.

English

Through the use of appropriate teaching strategies, the children will learn how to:

- Read and write with confidence, fluency and understanding in a range of genres,
- Be able to use a full range of reading cues (phonic, graphic, syntactic, and contextual) to monitor their reading and correct their own mistakes.
- Understand the sound and spelling systems and use these to read and spell accurately.
- Have fluent and legible handwriting.
- Have an interest in words and their meanings and a growing vocabulary.
- Know, understand and be able to write a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot.
- Understand, use and be able to write a range of non-fiction texts.
- Plan, draft, revise and edit their own writing.
- Have a suitable technical vocabulary through which to understand and discuss their reading.
- Be interested in books, read with enjoyment and evaluate and justify their preferences.
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness. In particular, we aim to create a love of reading in all our children, as we see this as a cornerstone of learning in every subject.

Mathematics

Mathematics is a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts.

Mathematics also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

In order for children to gain these skills, our approach to teaching is based on several key principles:

- Dedicated mathematics lessons, and the integration of skills learned in these lessons to other curriculum areas.
- Direct teaching and interactive oral work with the whole class and groups.
- Development of problem solving skills within a range of mathematical and real life contexts.
- Development of mental and written calculation skills and use of checking procedures.

- Carefully managed differentiation in class which ensures all pupils are engaged in a similar aspect of mathematics at an appropriate level to promote progress.

Science

Our teaching of science offers children opportunities to:

- Develop knowledge and understanding of important scientific ideas, processes and skills, and relate these to everyday experiences.
- Learn about ways of thinking, of finding out about, and of communicating ideas.
- Explore values and attitudes through science.
- Extensive use is made of our environmental garden and other outdoor areas of the school to support learning.
- We engage in practical work wherever possible.

Computing

Children will learn how to use the computer early in their school life and develop skills in order to incorporate its use into their own project work as they progress through the school.

- This involves using appropriate software programs, data and information retrieval, spreadsheets, and the use of control technology.
- In addition, children will learn coding and make use of many websites.
- As part of this they will learn about how to stay safe online.
- As well as computers, the children have access to a set of Ipads and Chrome Books to further develop their learning in this area.

History and Geography

History, Geography and many other areas fall into project work. The aim is for each child to gain knowledge and skills in acquiring, recording and displaying information on a variety of topics throughout the year.

Languages

All children from Year 1 to Year 6 have access to learning a foreign language; at present, we teach German and French at KS2. In addition, our KS1 children begin to get a flavour of both languages in German and French lessons in Years 1 & 2.

Music

At Hemblington children are introduced to a wide range of music genres. They are encouraged to sing and express themselves through music, whilst gaining satisfaction from achieving the highest level of performance.

We are fortunate to have a specialist music teacher, Mrs Moore, who also teaches individual/small group music tuition. Mrs Moore has run an extra-curricular band and choir in previous years who perform in the community during the year.

Art and Design

We aim to give children experience in art and design, following a progressive programme taking account of their previous experience and linking with other areas of the curriculum. They are encouraged to evaluate their own work as well as that of others and to appreciate art in the styles of their own and other cultures.

Physical Education/Sport

Structured programmes have been established for gymnastics, dance/drama, games, athletics and swimming. Though the emphasis is on enjoyment, children are expected to give their best as in all areas of the curriculum. On PE days, pupils will come into school in their PE uniforms.

Football, netball, cricket, athletics and other team games are played on a regular basis, according to the season. Children at KS1 & KS2 are allocated a one hour long games session per week in addition to physical education time, with all classes having specialist sport teaching.

We have two trained NPETCS coaches who use their training at lunch breaks to support active lifestyles, as well as taking dedicated PE sessions.

During the season, there are regular opportunities for children to compete with schools in the area at a variety of sports. Teams are entered for annual football and netball tournaments, cross country and other sporting activities as available. (COVID restrictions may limit this during the current time.) Swimming: When possible, swimming lessons will be held at Thorpe St Andrew High School for children in Years 3 and 4, with those in Years 5 and 6, who we feel would benefit from additional sessions.

Design and Technology

Design and technology activities draw on and link a range of subjects in the curriculum and are aimed at improving pupils' understanding of the significance of design and technology in the modern world. Children work with a range of materials including food and we have a fitted children's kitchen area which is used by all classes. They are taught the skills required to use tools correctly and safely.

Personal, Social and Health Education

All children participate in a full PSHE curriculum which is specifically tailored to the needs of our children. They study a wide range of topics, including drugs education and citizenship. Sex and Relationship Education The governors and staff at Hemblington School see sex and relationship education within the context of personal and social education and the wider curriculum. We aim to help pupils develop an understanding of themselves and their relationships with others (such as friends and family members). Through sex and relationship education, we intend that pupils will become aware of personal safety, where to go and who to tell. This will be taught within a moral framework, which is based on respect, care and responsibility, and will be inclusive in its stance – ensuring children from all family types feel represented.

RE

We follow the Norfolk Agreed Syllabus.

It is a subject for all pupils, whatever their own family background and personal beliefs and practices. This syllabus captures this vision and develops a curriculum with religious literacy at its heart. It is a syllabus which promotes a disciplinary-orientated academic study of religion and worldviews, and thus supports pupils' balanced understanding of the world in which they live.

Outdoor Learning

The school is committed to ensuring that children have a wide variety of opportunities to learn outdoors, as we believe this enhances both success and enjoyment. We have excellent grounds, including an environmental garden with a bird hide and pond, and we make good use of them. Each class also has the opportunity to participate in a number of field trips a year, as well as local visits to the village and surrounding areas. Learning outdoors can and does take place in any curriculum area.

Lessons

National Curriculum subjects are linked to each topic wherever possible, but the following are mainly taught discretely: PE, music, computing, science, mathematics.

Foundation subjects are taught through topics mainly.

Teachers plan for these based on our curriculum maps, taking into account pupils' prior learning and identifying key vocabulary that will help them understand the new content.

Routines

We are committed to providing a caring, friendly, supportive and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. This also applies to adopting routines in learning to help them feel safe.

All staff should use these five core principles in their work and must:

1. Know the **purpose** of every activity and share it with children, so children know what they should be thinking about and working on to learn.
2. Be **passionate** about teaching so they can engage children emotionally.
3. Teach at an effective **pace** and devote every moment to teaching and learning.
4. Ensure that every child **participates** throughout the lesson. Partner work is fundamental to learning.
5. **Praise** effort and progress – not ability.

Homework

Homework has a role to play in helping children to get the best from school; homework should be a positive experience, and may take many forms but at Hemblington is focused on reading especially. It aims to consolidate and build on learning done during the school day, to extend and support the learning experience via reinforcement and revision.

Every year group will have homework; other homework tasks may be set in addition to reading, but reading remains a priority.

Special Events

Over the school year, there are many opportunities for children to participate in special events designed to enrich their education and create important and memorable experiences. Examples include Children in Need fundraising; choir performances, science week, parent cafes.

Trips and Visits

At Hemblington we believe it is important for our pupils to experience cultural, social and other activities which they might not be able to access without the school organising them.

Examples include residential visits, day trips out, theatre visits and scientists working alongside them in school.

Extra curricular Clubs

We have an on site Breakfast Club available daily from 7.45am.

In addition the staff organise a wide range of after school activities every term for pupils to attend. Examples include football, choir, band and multi sports clubs.

HOW WELL ARE WE ACHIEVING OUR AIMS?

In order to assess how well our school is meeting the aims of the curriculum, a quality assurance framework is in place. Reviews of the impact of the curriculum on pupil attainment will be feature of further development work in the next few months.

Sources of evidence we use:

- Moderation and standardisation of our assessment data, both in-school and externally
- Assessment systems which give national benchmarking data, such as reading tests, and No More Marking Writing Assessments
- Regular monitoring of the quality of teaching and learning by the Headteacher and external advisors, including 'Book Looks', 'Learning Walks' and lesson observations
- Termly Quality Assurance Visits by the Yare Education Trust
- Termly updates of progress against the milestones in the Improvement and Development Plan
- Regular monitoring and analysis of attendance data
- Pupil surveys
- Parent surveys
- Staff wellbeing surveys
- Pupil Progress Meetings
- Analysis of termly summative data
- Analysis of behaviour and pastoral information
- Governors' meetings