



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

**Date of Next Scheduled Review:**

**September 2022**

## Curriculum Intent:

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

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) and make sure that they feature in every aspect of our learning, as we are committed to developing the whole child. It is because of this, that we ensure our children have the opportunity to be creative, to be physically active as well as academically challenged.

Children are given regular opportunities to promote our core values across the school setting and demonstrate them in the wider community. We want our curriculum to be one that is accountable for not only the academic progress of our pupils but their emotional growth as well.

We use the National Curriculum as a valuable starting point to help develop inclusive and diverse learning experiences for all of our children. Each subject that we teach has clearly defined, incremental skills that both provide links and next steps for children not only within a given academic year, but across key stages as well.

Whilst valuing the individual skills that each subject area provides, our Hughenden Values Curriculum is designed to reflect real life, where the more connections between ideas are made, the more complete a person's long-term understanding will become. We are continually reviewing and improving the learning opportunities we offer to our pupils. Our emphasis continues to be on developing a nurturing and inclusive curriculum that has high expectations for all our pupils, regardless of their starting point.

Hughenden Primary strives to be at the heart of our community, developing links with residents, organisations, businesses and schools to enrich the learning experiences of our pupils. We endeavour to create a flexible and inclusive curriculum that demonstrates the value of everyone in our community, forging links and promoting lasting cooperation from one academic year to another. At Hughenden Primary, we also value the environment, and we aim, through our curriculum, to teach respect and understanding for our world. We seek to teach how we should care for the environment for future generations, as well as our own.

We value the efforts and relationship we have with our families and work in partnership with them to enrich our curriculum. Families are informed about the curriculum through our Eschools Virtual Learning Environment, curriculum overviews, homework and workshops, and are positively encouraged to become involved. We believe we can make that difference, when we are **working together, nurturing minds and empowering lives.**

## Implementation

At Hughenden, we celebrate the ways in which all of 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 that the development of children's moral and spiritual development goes hand-in-hand with their academic, physical and mental health.

Our aim is to not only ensure the requirements of the national curriculum are taught, but to ensure our pupils understand their place within our diverse local community and the wider world. To ensure this, we actively seek opportunities to embed ourselves in community life and make enriching connections both nationally and internationally, through trips, visitors and projects that 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, Keystage 1 and Keystage 2. Within each subject area, subject coordinators work with practitioners to develop long term plans that reach across all three phases.

Subject Coordinators agree an overview for the whole school with each year group, which indicates what topics are to be taught in each term. Teachers, whilst following the prescribed topic areas and literature, are then free to adapt and modify the overarching plan to meet the needs of their class and substitute resources to enhance the children's learning. Using their medium term plans, teachers find opportunities to make cross-curricular links across all subjects and plan for out of classroom learning opportunities. Our short-term plans are those that our teachers develop on a weekly basis, instilling our core C.H.E.E.R values throughout them.

### **The Foundation Stage:**

The curriculum that we teach throughout EYFS in both Hoppers Pre-School and the Foundation class is designed to inspire a love of learning in our pupils and prepare them with the skills they will need to access the wider curriculums ahead.

At Hughenden Primary, we ensure that all children are given high quality and rich learning experiences to support their progress in all of their 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 all children are stretched and challenged through a mixture of teacher led and independent learning opportunities. Teaching and learning in our Foundation class builds upon the skills that the children have developed in their pre-school learning and is 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.

At Hughenden Primary School we understand the importance of a strong transition to enable all children to feel settled and safe in their new setting. For those children that do not join us from our Preschool, Hughenden Hoppers, we work hard to develop positive and lasting relationships with a variety of nurseries and other pre-school providers in the area. We value the vital role that families play in developing their child's resilience and approach to learning and strive to build positive links with the families of each child, by having a carefully planned induction process including home visits.

To ensure that every child makes good progress, whatever their starting point, we make sure that every child is assessed early on, to help improve their learning opportunities and any provision they require to maximise it. We use Tapestry to record the children's development for teacher led activities and independent learning opportunities. All families have access to Tapestry so they can regularly see their children's progress and contribute to their profile by uploading the learning opportunities that the children are experiencing 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:**

At Hughenden Primary, 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 staff are aware of their responsibilities and supporting children in relation to safeguarding practices. Close working with the Local Authority, police and other external agencies as necessary enables our staff to be well informed and to respond quickly to concerns. Throughout the curriculum, we regularly reinforce children's awareness of keeping safe. Teachers are well-equipped to select and modify activities from the Cambridge PSHE curriculum and KAPOW Computing and 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.
- Through their own CPD, they will support and offer advice to colleagues on issues related to their subject area.
- They will monitor pupil progress in that subject area, through the use book scrutinises, summative assessment data and lesson observations.
- They will also seek to provide external links for whole school and class-based learning opportunities in their subject area, liaising collaborative with other partner schools and networks.
- Subject leaders will maintain the whole school resources for this subject and actively seek new resources to help deliver excellence first teaching.

At Hughenden Primary, we empower our subject leaders to seek professional develop opportunities and value the time it takes for this to be undertaken, fed back and actioned. We give our subject leaders time to review and plan for improvement in their subject area. This development is crucial to the cross-curricular, progressive and inclusive nature of our curriculum.

### **Impact:**

At Hughenden Primary, we have governors linked to all curriculum areas that understand our values and vision and support us by being robust and critical friends of the school.

Our Head teacher is responsible for the overarching organisation and provision of our school's curriculum. Working with our staff team, she and other members of SLT monitor our curriculum through classroom learning walks and coordinating with the subject leaders.

Subject leaders monitor the way their subject area is taught throughout the school. They examine long-term and medium-term planning and ensure that it encompass our cross curricular approach.

Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

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