

New Horizons Children's Academy

PART OF THE THINKING SCHOOLS ACADEMY TRUST



Child first - Aspire - Challenge - Achieve

CURRICULUM POLICY

Start date: September 2020

Review Date: September 2021

Aim

Intended curriculum outcomes:

At NHCA we aim to deliver the following ambitious outcomes for our students through our curriculum. Students will:

- Be aspirational and ready for the next step in their life journey.
- Develop awareness of their own strengths and areas they would like to develop.
- Understand strategies to improve areas they would like to develop.
- Acquire effective habits to be successful at school and beyond.
- Develop long term knowledge and skills which can be effectively deployed in new circumstances.
- Develop the cultural capital to be able to successfully engage with a wide variety of social circumstances.
- Understand themselves and their role as local and global citizens.

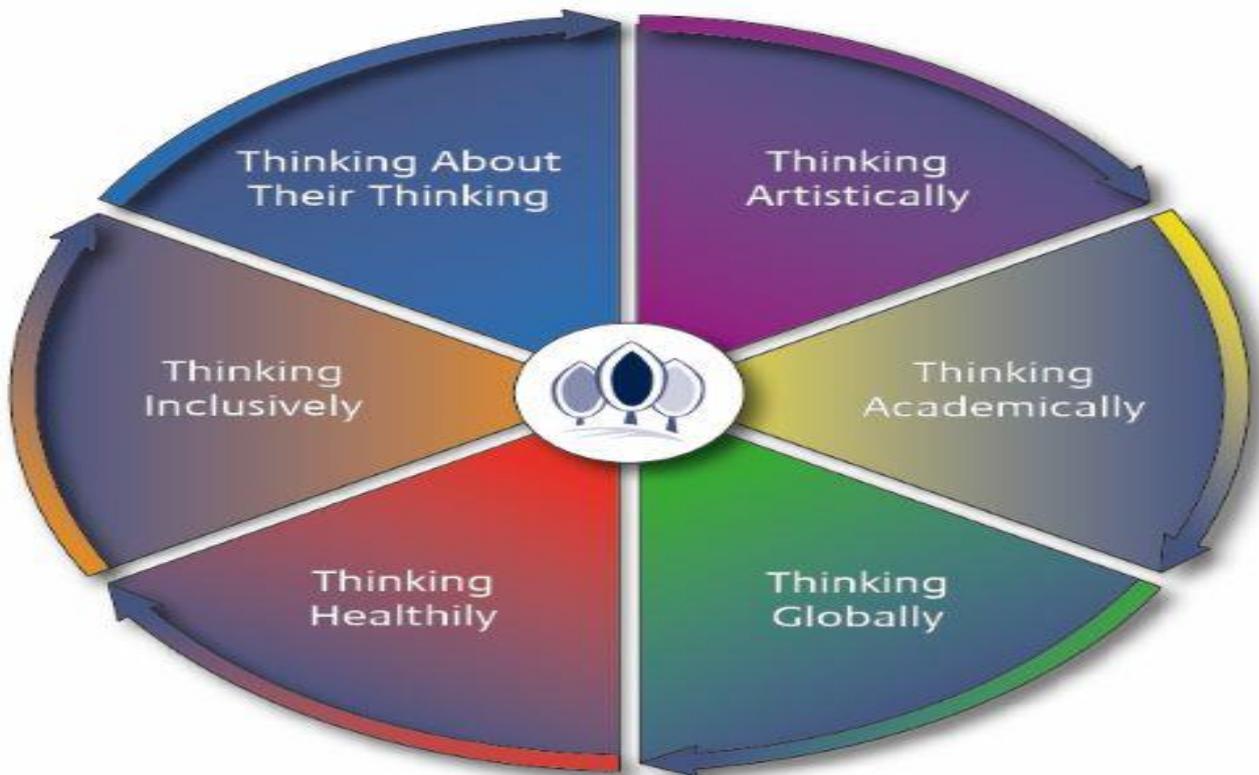


Curriculum Implementation:

New Horizons Children's Academy develops our learning through six identified curriculum areas:

- Thinking about our Thinking,
- Thinking Artistically,
- Thinking Academically,
- Thinking Globally,
- Thinking Healthily,
- Thinking Inclusively.

We use a range of resources to support our implementation such as Cornerstones, PSHE association schemes of work and Discovery RE. We also use the Early Years Foundation Stage profile and the National Curriculum as a guide to shape our curriculum.





'Thinking Artistically' teaches our children to be their best self through the knowledge skills and understanding of how the arts enrich the world around us. Children will participate in a range of artistic learning opportunities to develop an appreciation of visual and performing arts.



'Thinking Academically' teaches our children to be their best self through the knowledge skills and understanding of how to be literate and numerate.



'Thinking Globally' teaches our children to be their best self through the knowledge, skills and understanding of the world within they live. Children are taught to appreciate and respect the world around them; they are able to reflect on how humans have impacted on the world that we know today and how they can play a vital role in the development of the world for years to come.



'Thinking Healthily' teaches our children to be their best self through the knowledge, skills and understanding of how to keep themselves physically and mentally healthy. Children use their learning to make healthy choices; demonstrating the ability to know how their choices impact on themselves and the people around them.



'Thinking Inclusively' teaches our children to be their best self through the knowledge, skills and understanding of how society is enriched by the people in it. They will learn to appreciate how diversity positively impacts on the community and how they can respectfully demonstrate the Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.



'Thinking about Thinking' teaches our children to be their best self through the knowledge, skills and understanding of how to be an active thinker. Thinking tools are used to enable children to control and structure their thinking. Children will use a range of tools through a progressive structure, increasing their knowledge, skills and understanding of how the tools aid and develop their thinking. Throughout all aspects of school life, including the curriculum, children develop effective dispositions to be successful learners.

What is the Cornerstones Curriculum?

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the new 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our new curriculum will be delivered through Imaginative Learning Projects (ILPs) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our new curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Cornerstones also provide a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

Every year group will experience 6 Imaginative Learning Projects in a year. Each individual project is split into sections, which see children progress through four stages of learning: Engage, Develop, Innovate and Express- The Four Cornerstones.

Engage

At the 'Engage' stage, children:

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- enjoy 'WOW' experiences
- get an exciting introduction to a topic or theme
- begin researching and setting enquiry questions
- get lots of opportunities to make observations
- develop spoken language skills
- take part in sensory activities
- have lots of fun to fully 'engage' with their new topic



Develop

At the 'Develop' stage, children:

- improve their knowledge and understanding of the topic.
- develop and practise their new skill
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- research their own questions and those set by others
- follow new pathways of enquiry based on their interests
- complete homework activities that support their learning

Innovate

At the 'Innovate' stage, children:

- apply skills, knowledge and understanding in real-life contexts
- solve real or imagined problems using everything they've learnt
- get inspired by imaginative and creative opportunities
- revisit anything not fully grasped at the 'Develop' stage

Express

At the 'Express' stage, children:

- become the performers, experts and informers
- share their achievements with parents, classmates and the community
- evaluate finished products and processes
- link what they have learnt to where they started

- celebrate their achievements!

Curriculum Design

The Creative Curriculum has been organised through a 'topic based' approach which incorporates the key skills set out in the New National Curriculum (2014). The use of Computing is encouraged in all topic areas as a subject in its own right and in both the teaching of the topic and in the opportunities for children's independent learning.

Wherever possible links are made throughout the curriculum to provide the children with an enhanced learning experience. The long term planning is carefully structured to ensure that children learn through a wide range of themes including those that are predominately History, Geography or Science based.

Long term planning is available on the school's website as well as additional material that members of the school community are able to access.

To support the creative curriculum some aspects are taught as discrete skills teaching including:

- **Maths** - These skills are key to developing everyday skills although links can be made to the curriculum through data handling, position, and measurement, especially in Science, Design Technology and Geography.
- **Aspects of English** - Phonics, Guided Reading, Spelling and Handwriting are taught as discrete subjects as they build up basic skills.
- **RE** - we use the Jigsaw curriculum
- **PE** - delivered by teaching staff and additional specialised staff
- **PSHE** - we use the Jigsaw curriculum recommended by the PSHE association
- **Computing** - We use the Rising Stars materials

Curriculum Principles and Purpose

General Principles:

Our curriculum will give children the opportunity to:

- See clear links between different aspects of their learning
- Experience the challenge and enjoyment of learning
- Develop new skills through a variety of interesting contexts
- Learn within a coherent and progressive framework
- Understand the purpose and value of their learning and see its relevance to their past, present and future
- Develop and demonstrate their creativity
- Develop a rich and deep subject knowledge
- Explore the breadth and depth of the national curriculum

We will enrich our curriculum by:

- Providing on and off site subject or topic related activities
- Developing partnerships with external providers that extend children's opportunities for learning
- Welcoming parents and carers to take part in children's learning and experiences
- Offering opportunities for children to learn outdoors
- Holding specialist curriculum days or weeks
- Using quality resources in and out of the curriculum.

Our curriculum will be taught through a pedagogy that:

- Excites, promotes and sustains children's interest
- Enables and fosters children's natural curiosity
- Promotes problem solving, creativity and communication
- Offers all children a memorable experience at the start of every topic
- Enables children to reflect on and evaluate their learning.

Our curriculum will give children the opportunity to: (Pupil Voice)

- Make a positive contribution to the school and local community
- Say what they like and dislike about their learning
- Make choices about things that are important to them
- Contribute to planning their own learning
- Explore ways of becoming an active citizen
- Take part in age-appropriate discussions
- Take part in democratic activities across the curriculum
- Express their opinions on a range of different topics and issues

Our curriculum will give the children the opportunity to: (Well-being)

- Develop self-esteem and confidence in their abilities
- Learn how to respect themselves and others
- Reflect and think mindfully about their learning
- Work in a range of groups and settings
- Learn in a peaceful and supportive environment
- Follow their own interests and be themselves
- Recognise that people are good at different things
- Build respectful friendships.

Enrichment and Entitlement

A rich and engaging curriculum takes into consideration all that children are taught and experience. This includes those activities and learning experiences that take place outside of the classroom, beyond the statutory timetable and free of the requirements of the national curriculum. A broad and balanced curriculum should take into account the range and frequency of such activities and experiences and ensure that they are planned for in a rigorous and meaningful way. A school should also consider how such activities and experiences can help children further develop, use and apply learned skills and knowledge. We call this plan, our 'pupil offer'.

A Connected Curriculum

To ensure that we develop concepts and revisit skills, we plan lessons that build on prior knowledge. We want our children to be able to make sense of everything we want them to know and be able to do. Teachers use a skills progression document when planning, so that necessary skills, knowledge and concepts are introduced, built on over time, revisited and assessed. A well connected curriculum will enable children to grow intellectually, spiritually and emotionally. It will enable them to seek out their passions, become increasingly knowledgeable and make sense of complex concepts that might otherwise be taught in isolation. The Cornerstones curriculum identifies four main areas of connectivity: big ideas, subject-to-subject links, pedagogical links and concept links.

Teaching and Learning Style

Teaching staff are encouraged to broaden the experience of the topics for the children through trips, visitors into school and shared experiences of the wider school community, e.g. involvement with parents and school links etc...

Children's achievements are celebrated regularly through the school newsletters, displays in classrooms and shared corridor areas and in assemblies where children are encouraged to share their knowledge with the rest of the school.

We use a variety of teaching styles:

- Use of Thinking Schools pedagogy to develop learners.
- Open ended probing questions, visual stimuli and talk partners.
- We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. (VAK -Visual, Auditory and Kinaesthetic learners).
- We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children. We achieve this in a variety of ways by:
 - setting common, open ended tasks to elicit a variety and depth of response.
 - setting tasks of increasing difficulty, scaffolding where appropriate.
 - grouping children by ability/differentiation.
 - providing practical opportunities for kinaesthetic learners.

- using visual stimuli to promote interest.

Parental Involvement

Parents are also considered an educator of a child. Therefore, they are encouraged to be involved in their child's schooling from the beginning. Half term projects are being introduced to involve parents in their child's learning. Children are encouraged to bring books, souvenirs into school when they link to the projects. Parents with a particular job role linked to the topics will be invited into school to discuss this with the class/year group.

Parents and carers are kept informed of developments, through: school newsletters, celebration assemblies, parents evening and end of year reports.

Assessment and Record Keeping

Ongoing assessment includes: Children's work - exercise books, paper, posters, oral presentations, performances, photographs, videos

- Self-assessment
- Peer assessment
- Questioning and discussion
- Group work activities
- Topic books - Child and teacher assessing LI for each subject
- Topic books - children's and teacher comments about the project
- Assessment tasks such as quizzes and testing

Equal Opportunities

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Gifted and Talented, EAL and children identified with a Special Educational Need (SEN).

Roles and Responsibilities

The Headteacher and Governing Body have overall responsibility for the Creative Curriculum, supported by the Phase Assistant Headteachers.

The Headteacher and subject leaders are responsible for overseeing the delivery of the Creative Curriculum through:

- Formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within the topics.
- Making changes where necessary.
- Formulating an action plan to move the school forward.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Appendix 1:

| CLASS | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------------|-----------------------------|-----------------------------------|-----------------------|------------------------|---------------------------|------------------------------|
| Nursery | Why do you love me so much? | Why do leaves go crispy? | Where does snow go? | Are eggs alive? | Can we explore it? | Will you tell me a story? |
| REC | Do you want to be friends? | Why do squirrels hide their nuts? | Are we there yet? | Do cows drink milk? | Will you read me a story? | Why do ladybirds have spots? |
| YEAR 1 | Memory Box | Moon Zoom | Super Heroes | Paws, Claws & Whiskers | Bright lights, Bid City | The Enchanted Woodland |
| YEAR 2 | Wriggle & Crawl | Towers, Tunnels and Turrets | Muck, Mess & Mixtures | Scented Garden | Land Ahoy! | Beach Combers |
| YEAR 3 | Tribal Tales | Predator | Scrumdiddly-umptious | Mighty Metals | Gods and Mortals | Flow |
| YEAR 4 | I am Warrior | Traders & Raiders | Potions | Misty Mountains | Blue Abyss | Road Trip USA |
| YEAR 5 | Stargazers | Off with her head! | Time Traveller | Alchemy Island | Allotments | Pharaoh |
| YEAR 6 | A Child's War (WW1) | A Child's War (WW2) | Frozen Kingdoms | Darwin's Delight | Tomorrow's World | Hola Mexico |