



Hunton

C of E Primary School

Life in all its fullness - John 10:10

Curriculum Statement of Intent, Implementation and Impact

‘Achieving Excellence Together’

Curriculum Implementation

How it looks at Hunton CE Primary

Before learning begins it is important to note that all staff at Hunton CE Primary recognise that children need to be happy and feel safe to enable effective learning – all staff nurture and safeguard children to ensure this because ‘happy children learn’. The leaders within school recognise that the purpose of our school curriculum is for all children to engage in learning so that they retain knowledge and maintain connections between what is taught.

Here at Hunton, you will see a connected curriculum from YR-Y6 which allows children to make links between subjects and for knowledge to be revisited. Our curriculum is under constant review in response to developments in education, our local context and our intent for the children.

Using the EYFS Statutory Framework and National Curriculum, age-appropriate progression in knowledge and skills for each core and foundation subject has been identified and mapped out across the primary phases. Priority is given to the development of English and Maths skills for all our pupils.

At Hunton we have four classes. In YR the children benefit from a strong start being in a class of 15 with a teacher and TA. The advantage of a small class size in YR is exploited to ensure a good start to their learning especially in reading and maths. This ensures bespoke 1:1 and small group work as well as providing a rich experience developing vocabulary through talking and questioning. Themes are delivered on an annual basis in the Early Years. Due to mixed age classes, Y1&2, Y3&4, Y5&6, we follow a two-year rolling cycle for science and our foundation subjects. English and Maths are specifically taught in year groups.

Both knowledge and skills are well planned and sequenced so that our pupils can achieve depth of learning. Clearly thought objectives are then delivered through imaginative and creative means so as to fully engage pupils.

Pedagogy – How we intend to teach what will matter to our children so that they know more, remember more and understand more.

In all subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.

The following approaches are used across all subjects throughout school at age appropriate levels.

- Pupil voice – pupils are encouraged to contribute to the teaching and learning of a subject and showcase their learning
- Ensuring short term outcomes link directly to longer term goals
- Learning is built upon prior learning and experience
- Scaffold and assist learning through modelling, thinking aloud and demonstration using the 'I do, we do, you do' approach
- Teach/guide learning through a combination of teaching the whole class, groups and individuals
- Breaking teaching and learning into small 'chunks' to avoid confusion and memory overload
- Facilitating an environment where children can learn together collaboratively
- Teach thinking skills and problem solving
- Include enquiry based and outdoor learning
- Ensure a focus on teaching specific vocabulary across the curriculum
- Use effective questioning for example 'how do you know?'
- Assess quality of learning 'live' during the class and provide immediate feedback
- Ensure children are involved in assessing their own progress and attainment when learning
- Ensure learning is inclusive by providing differentiation and accessibility without putting a ceiling on learning expectations

Central to developing the pupils' learning is a focus on reading and as a result, the importance of vocabulary. Early reading development is pivotal to our pupils' development and we look to secure this early through quality first teaching of phonics using 'Little Wandle'. Whole class reading is used consistently across the school, using a range of diverse and rich texts to further strengthen not only children's ability to read but also widen their vocabulary and knowledge base.

Across all ages, children are taught key skills of reasoning and explanation to demonstrate their understanding. This is predominantly seen through all Maths work but also spreads into other subject areas. This is not always demonstrated through written examples but also verbally via either teaching staff or within peer groups.

To ensure that progression and balance is maintained, our subject specific progression documents are developed into medium term plans which clearly highlight the learning objectives, assessment opportunities, differentiated tasks as well as links to other subjects. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils can reach their full potential regardless of their starting point. [Click here to read more Hunton Primary School](#)

Our curriculum is designed so that the subject specific knowledge and skills are scaffolded and vocabulary sequenced within a cross-curricular theme or context each term. By linking learning in this way, it helps children understand that the knowledge and skills are relevant in different areas of learning and are transferable. There are some subjects which do not lend themselves to be taught through a theme and therefore these subjects may be more standalone. Our topic-based approach allows more opportunities for children to make links and connections between learning and so remember more over time. We endeavour to expose our pupils to 'the best that has been thought and said' (cultural capital) across the curriculum. We think of cultural capital as 'powerful knowledge' which can shape children's thinking and give them the knowledge necessary to engage in meaningful discussion, both now and throughout their lives.

Effective strategies are adopted to ensure that both SEND and Pupil Premium pupils continue to be supported and challenged so as to ensure progress from their starting points.

Our curriculum ensures that we develop well rounded citizens with a clear understanding of values including those of our own school: **Compassion, Perseverance, Respect and Joy.**

To allow for and encourage creativity there is a consistent structure running through our whole school underpinning the quality first teaching process.

REVIEW – TEACH – PRACTISE – APPLY- CHALLENGE

Prior knowledge and understanding are revisited in **REVIEW** sessions. Pupils retrieve prior learning from previous terms, years or even key stages that demonstrating sound subject knowledge and effective transferable skills.

The **TEACH** dynamic of the learning structure is delivered through high quality modelling from teachings and purposeful and targeted questioning to further deepen pupils understanding and reasoning. Throughout we use the 'I do, we do, you do' approach. Children are fully engaged through a mixture of high whole school expectations around learning behaviours combined with effective changes of pace and creative teaching styles.

Children's understanding of key teaching concepts is identified through the **PRACTICE** element of all lessons. Small focus groups with adult support are used effectively to monitor understanding and assess in the moment which allows flexible adaptations and corrective teaching where necessary to the pitching of the remaining delivery of the teaching points.

The learning journey continues by looking for pupils to take the knowledge and skills being taught and **APPLY** them within a range of creative, engaging and purposeful ways. To allow for this we look to capture their applications through a range of means including written work in books, verbal discussions with teaching staff and a range of practical ways. **CHALLENGE** is then set by deeper questioning and expectation from the teacher.