

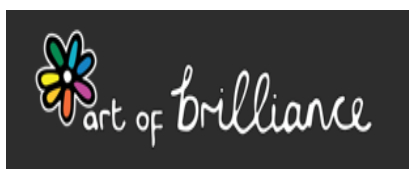
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CURRICULUM STATEMENT

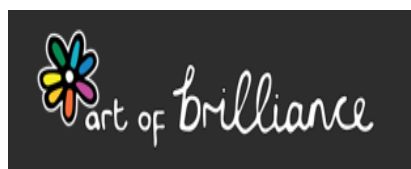
Our rationale:

- Our curriculum has the acquisition of knowledge, skills and the teaching of our core school values (happiness, quality, responsibility, resilience, courage) at its heart and we ensure pupils are supported throughout their learning to remember connected and essential knowledge as they progress through Early Years, KS1 and KS2, incrementally building their long term memory.
- Our school values are a strong thread that permeates our curriculum. Teachers' plan opportunities in all subjects for pupils to think in different ways, find different solutions, create original designs, make links and connections between subjects and information, and imaginatively use and apply knowledge. This is often achieved by teachers' responding during lessons to thoughts and ideas that are provided by pupils from their learning.
- Dialogic talk is the vital ingredient that permeates all aspects of our curriculum from Nursery through to Year 6. It is the core element of our teaching pedagogy providing high expectation and challenge in lessons. The focus on talk provides key support for children's development of confidence and enables them to build learning skills that ensure pupils are very effective when undertaking independent and collaborative learning. We believe in progressively building pupil's vocabulary and do this by introducing core words associated with each topic and encouraging a broad diet of reading across the school.



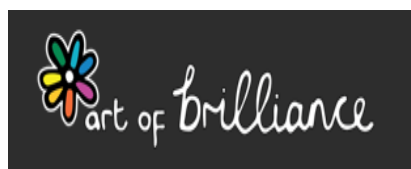
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- We believe pupils should develop a set of core values which are further supported by encouraging a positive attitude and personal happiness, growth mindset and practicing mindfulness techniques.
- This focus on pupils' knowing more over time is aided by planning sequenced programmed work units with regular revisits and recalls integrated into planning to support the development of pupils' long term memory. Children are provided with a supportive and nurturing start to school in Early Years. Children begin to develop their knowledge, thinking and skills through play based activities and focused sessions that begin to build children's knowledge of phonic and number. The children learn to share and work independently and learn to play with others, learning about the world around them. Extra support is a priority in provision for SEN and disadvantaged children. Developing reading for all children, enhancing outdoor learning skills, developing balance and gross motor skills, providing rich opportunities for writing, communication, the development of early vocabulary and developing early maths skills (including the use of Numicon shapes) are key priorities which continue into KS1. Pupils across school know how to complete tasks and apply skills and link knowledge to solve problems. Learning is enhanced by special events and visits, an annual arts festival, resilience experiences, residential visits and visitors to school. The maximum impact on learning progress is secured by carefully planning events within a sequence of work. In Key Stages One and Two, we are beginning to embed this knowledge rich approach in foundation subjects. We believe a broad curriculum with depth should provide pupils with a range of opportunities in each curriculum area. Lessons are planned to meet age related expectations and extra resources are used effectively to support closing individual learning gaps faced by disadvantaged and special needs pupils.



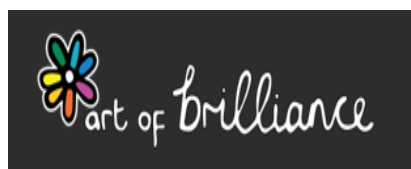
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- Assessment is an integral part of planning and teaching and learning. Our learning culture is built on assessment for learning and the belief of the vital importance of questioning when providing feedback. A range of assessment is used to check children's progress through the school. Summative assessments are used in a balanced way with low risk assessments such as quizzes and puzzles which assess the development of pupils' long term memory. Excessive assessment regimes and frequent data collection points are avoided to ensure reasonable workload demands.
- Pupils' development of cultural capital helps pupils' develop our whole school vision of 'hearts in Billingham and eyes on the world' and is a vital part of our curriculum; this is further supported by the wide range of experiences and opportunities we provide which are available to all pupils irrespective of their circumstances, special needs or disability. Our inclusive culture and ethos is built on respect and consideration of all others and with a predominantly White/British context we promote the rich diversity of Britain. This is a school that values the voice of all children and really does listen to their views. We encourage our children to actively take part in their local community and help them begin to understand the importance of being a good UK and global citizen. We ensure our pupils take responsibility for their behaviour and their learning. Pupils' build positive attitudes to learning and actively play a full part in the life of the school. Performing in music, drama and sport activities are highly valued as part of the broader curriculum to enrich the knowledge and skills taught in subject lessons.
- The health, safety and well-being of all our pupils is of paramount importance. We encourage our children to experience a wide range of activities during the school day and at the end of the school day. Our provision is designed to fully supplement the daily curriculum across all areas. For example digital leaders, sports clubs, cookery, drama groups and dance.



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- Our curriculum is quality assured through various means of monitoring. Pupil Progress Meetings look to reflect on the progress made by pupils and allow teachers and leaders to create strategies that allow each child to do their best. Learning Walks and work scrutinies allow for meaningful professional dialogue to take place which should lead to improved practice by all professionals for all pupils. Pupil voice is a crucial strategy that allows us to see our curriculum through the eyes of pupils. We also aim to introduce the possibility of staff working together and observing each other's practice across Key Stages to enable even better practice. Members of our governing body often take part in these processes.
- We provide a curriculum that strives for our pupils to be the best they can be and when they move on to secondary school they should demonstrate the following:
 - Students are happy, resilient, brave and responsible.
 - Students understand the importance of being the best that they can be.
 - Students are considerate and respectful and take responsibility for their behaviour.
 - Students are open to new ideas and respect and value differences.
 - Students are resourceful, resilient and know how to keep safe.
 - Students actively demonstrate citizenship at all levels.
 - Students show strong attitudes to learning and embrace opportunities to learn from mistakes and are able to take responsibility for their own learning.
 - Students have good subject knowledge across all subjects including foundation subjects.
 - Disadvantaged and SEND students will have made good progress from their starting points at the end of KS2 and have acquired essential knowledge.
 - Students will make good progress from their starting points and an above average percentage of students will attain expected standard and above in reading, writing and maths at the end of KS2 ensuring they will be able to access the KS3 curriculum.



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CORONAVIRUS RESPONSE

- Our curriculum has been based on 5 key values: Happiness, Resilience, Courage, Trust and Quality. Because of our successful delivery of our curriculum (as evidenced by monitoring up to March 20th) our curriculum restart will also be based on these key values. However, we will be encouraging the new value of Responsibility to phase in to replace Trust. Trust is embedded in our pupils and we believe that responsibility will play a key part in rebuilding our society.
- **HAPPINESS** – We will take care of our pupils' well-being by adapting our day when necessary. We will use every tool, resource and technique at our disposal to ensure pupil happiness.
- **RESILIENCE** – Our pupils have lived through an unprecedented time. We will remind them of the importance of resilience and a growth mindset. We will encourage the rebuilding of this value where necessary by ensuring clear, safe routines and structures to reassure and strengthen them.
- **COURAGE** – Starting back at school may be difficult for some. Courage will be encouraged through realistic challenge and risk-taking in a supportive environment. Once pupils are ready, we will conduct assessments so that we can identify lost learning and then make plans to address this.
- **RESPONSIBILITY** – Everyone has had different experiences during lockdown. But we will rebuild a safe, secure and happy community, society, nation and world by taking responsibility for our own actions. We will encourage responsibility by offering as much opportunity as possible to give children the chance to take responsibility for jobs, behaviour, actions and work.
- **QUALITY** – Returning to our best requires that we give our best. Our whole community needs to give our best for the children and the children need to give their best too. Well matched work following careful assessment will ensure the children can get back up to pace with their learning at the earliest possible time. Quality from everyone is expected

