



HEXTHORPE PRIMARY ACADEMY

Curriculum

Astrea Vision and Principles

The following vision statement outlines the approach that Astrea Academy Trust aims to achieve for every pupil in an Astrea school.

The most important underlying principle of the Astrea Curriculum is a relentless belief that all children and pupils are capable of success, with the ultimate aim being to develop pupils who are equipped to meet the challenges of a rapidly changing world with confidence and success, based on their individual starting points, future goals and aspirations.

All Astrea leaders are Teachers are committed to being the champions of all Astrea pupils by teaching a challenging knowledge based curriculum.

The Astrea dispositions of **Resilience, Empathy, Aspiration, Contribution** and **Happiness** will enable pupils to find a sense of purpose and ambition. As young adults, pupils will leave Astrea academies with the necessary dispositions, character and academic qualifications to live a life full of choice and opportunity.

“Inspiring beyond measure”

Intent

Our curriculum is designed with the intent:

- To develop children who are equipped to meet the challenges of a rapidly changing world with confidence and success, so that all children attain and make the best possible progress from their relative starting points.
- To address social disadvantage by providing opportunities that develop the children’s aspiration, ambition and resilience.
- To reflect the local context, and encourage children to value the diversity in our society and the environment in which they live.
- To develop and expand upon the cultural capital through the Hexthorpe Drivers, which enhance the Astrea dispositions.
- To provide an inclusive curriculum, based on our Thrive approach, which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of all children.
- For children to develop as fluent and confident readers, both through reading for pleasure and accessing reading across the curriculum.
- For children to develop a broad, rich vocabulary, and have the technical and subject specific vocabulary to develop their knowledge and understanding across the wider curriculum.
- For children to develop fluency in number and an ability to manipulate number to support problem solving and reasoning.
- For our children to develop fluency and automaticity in their knowledge in all curriculum subjects.
- To provide a coherent, sequential, structured curriculum, that ensures all children have secure knowledge and understanding across a full range of subjects and domains.

Implementation

Our curriculum is informed by education research into effective teaching practices, metacognition and self-regulated learning and how knowledge and understanding develops. Underpinned by our school values our academic curriculum uses either the EYFS or the National Curriculum and the Local Agreed Syllabus for RE for the basis for content and expectations.

At Hexthorpe, we have structured our curriculum so that each year group has clear progression and sequential learning through:

- Key subject specific knowledge
- Key skills
- Subject specific vocabulary
- Curriculum overviews outline the content in each subject for each year group for each term.

Some of our content is subject specific, whilst other content is combined in cross-curricular approach. Learning takes place through combination of:

- Blocked
- Longitudinal
- Interleaving
- Retrieval

Learning is structured in this way to embed knowledge and skills into long term memory.

Curriculum Change Teams support the development of the curriculum through collaborative and distributed leadership and coaching. Subject leads are responsible for their curricular subject area, with support from their Change Team. The curriculum subjects have been grouped to facilitate curriculum development:

Arts	Core	Humanities	Sciences
Art Music Design Technology PE	English Maths Phonics	Geography History MFL RE	Computing PSHE with SRE Science

The Teaching of Phonics, Reading and Writing

At Hexthorpe, we use Read Write Inc as the phonics approach from EYFS, throughout KS1. In KS2 phonics may be identified as an intervention for some children who need this, which includes pupils new to English.

Reading is taught as a timetabled lesson from Y1 through to Y6. There is a key focus on vocabulary, fluency and reading for understanding. For pupils at the earlier stages of reading, phonics is a key component of this. The reading skills that are taught are then embedded and applied throughout the wider curriculum.

Children are provided with books to read in school and to take home. They have access to a wide range of reading genres. There is a whole school ethos of reading for pleasure through: timetabled visits to the school library, adults reading aloud to children and celebratory events and experiences.

School follows the Talk for Writing sequence of learning. Children have the opportunity to explore and write in different genres for different purposes and audiences. Children are encouraged to become independent writers and use their skills across the wider curriculum. Grammar and spelling are taught discretely along with explicit application through writing lessons.

The Teaching of Mathematics

At Hexthorpe, we use the Maths Hub White Rose schemes of learning to ensure that the coverage for the year is complete. The scheme builds up children's fluency and confidence in maths enabling them to progress to reasoning and problem solving. Teachers will plan and teach some aspects of the mathematics curriculum though interleaved (e.g. shape) or longitudinal (e.g. time) learning.

Times tables are core aspect of the maths curriculum. All children are given the opportunity to practise and compete in level appropriate times table challenges both in school and against other schools.

Impact

At Hexthorpe, the Curriculum Change Teams and Senior Leadership Team monitor the effectiveness and impact of the curriculum. A clear timetable of monitoring, and review is in place with clear subject leadership accountability.

The following outcomes will be used alongside: pupil voice, book looks, lesson observations, learning walks, subject leader discussions to evaluate the effectiveness of our curriculum:

- Children are building up sequential knowledge and skills by teachers planning the curriculum through: blocking, interleaving, longitudinal (continuous) and retrieval organisation
- Children can articulate what they are learning, they are able to recall key knowledge and skills taught.
- Teachers build cultural capital by planning for and implementing the Hexthorpe Drivers.
- Teachers are practising metacognitive approaches and strategies to enable children to embed key concepts in their long term memory.
- Children know, use and apply subject-specific curriculum vocabulary and are able to recall this.
- Children's reading skills enable them to access the wider curriculum independently.