

What is our vision for our curriculum?

ANY young person from ANY background deserves an EQUAL chance to be successful in whatever they choose to do.

At Highcliffe Primary School we intend to provide our children with a well-rounded, versatile, robust, stimulating and challenging education that will benefit and allow children to achieve their potential through the highest standards of teaching and learning. 'Knowledge underpins and enables the application of skills.' (HMCI 2018) We understand that both need to be developed alongside each other.

As a school we are committed to supporting young people to open doors to their futures and to feel confident that they can thrive in a competitive world.

| Aims | High Aims | High Challenge | High Standards |
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| Values | We have embedded our school values into our curriculum and we believe we offer excellence at Highcliffe because we teach our children to show: | | |
| | <p style="text-align: center;">Respect</p> <p style="text-align: center;">Reciprocity</p> <p style="text-align: center;">Responsibility</p> <p style="text-align: center;">Reflection</p> <p style="text-align: center;">Resourcefulness</p> <p style="text-align: center;">Resilience</p> | | |

Curriculum

Academic

Core knowledge and understanding

Excellent general, subject, social and cultural knowledge

Our Highcliffe curriculum is sequenced and designed to help our pupils remember what they are taught. We are clear on what we want our children to know; we prioritise “powerful knowledge” and we make this explicit in our teaching. The specifics of what we want the children to learn matter. Our children gain explicit knowledge within a topic, as well as a broad overview.

Our topics are taught to be remembered, not encountered. Children feel empowered through knowing things. Therefore, the knowledge they learn is robust and the experiences they have are rich and memorable. We achieve this through understanding the cognitive science of the working memory and the power of retrieval. We understand that for knowledge to be stored in the children’s long-term memory, we need to build on it, retrieve it and form wide and deep schemas. This is achieved in a variety of ways including knowledge organisers, low stakes testing, repeated practice and spaced retrieval.

Skills and competencies

Essential skills: English, maths, computing, personal, social, emotional, learning and thinking skills, physical and moral.

Our children also practice, develop and refine a range of skills. Some of these skills are specific to the particular subjects, others are universal key skills and support cross-curricular learning. The key skills underpin learning throughout the school and are developed and strengthened in each year group.

The overarching key skills can be applied in many different subject areas and will prove to be beneficial skills to hold later on in life such as questioning, predicting and giving reasons. Skills such as reasoning and explaining or proving and justifying are used as much in Reading and Maths as they are in History and Science. These are part of our approach to the ‘Mastery’ curriculum, where skills are developed and learned in depth, and applied in many different contexts.

Attitudes, attributes and disposition

Creative thinkers
 Problem solvers
 Good communicators
 Independent learners
 Collaboration
 Motivation
 Emotional awareness
 Organisational skills
 Ambition
 Appreciation of diversity

Subject areas

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| Maths | English | Science | Design Technology & Art | Geography & History | Physical education (PE) | Personal, social and health education (PSHE) | Religious education (RE) | Music | Computing | Modern Foreign Languages (MFL) |
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READING
 Fluency
 Word recognition
 Comprehension

Curriculum Holistic

At Highcliffe Primary School we believe all children should be given opportunities to enrich their lives through a broad and diverse range of exciting experiences. We pride ourselves on our commitment to create well-rounded individuals, not just pupils who do well academically, but pupils who are socially conscious and have a strong understanding of the world around them and their place within it.



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| Priorities | Safeguarding | Attendance | Behaviour | Personal development | | |
| Life-long skills | Critical thinking | Creativity | Collaboration | Cross-cultural understanding | Communication | Careers |

How will we approach the curriculum?

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| Components | Environment | Learning in the classroom | Learning outside of the classroom | Enrichment | Extra-curricular provision | Emotional Wellbeing | Ethos |
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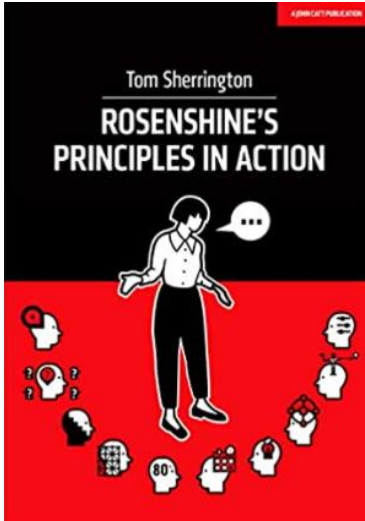
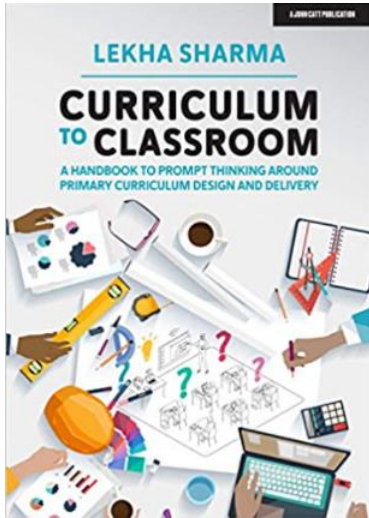
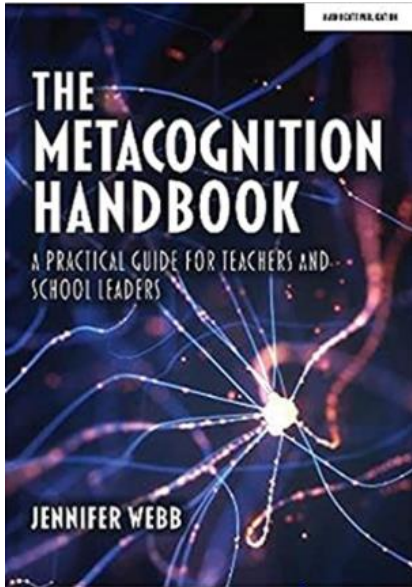
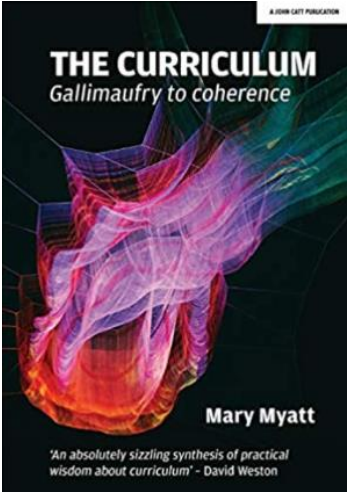
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| Approaches to learning | Learning is relevant, interesting and motivates the children. |
| | Effective assessment for learning strategies are used frequently. |
| | Achievement for all. |
| | Metacognition and learning about learning are embedded within the curriculum. |
| | Positive, reactive teaching – checking for missing knowledge and misconceptions. |
| | Varied teaching approaches that are at the centre of deep learning and an awareness of cognitive processes. |

How will we measure the impact of our curriculum?

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| Evaluating impact | Subject leaders will gather pupil voice. Can children recall and remember learning? | Stakeholder feedback including parents and governors. | Lesson evaluations and children's work. | The subject leaders will monitor content choices and sequencing to ensure that children build schema to acquire long term knowledge. | Effective assessment is carried out, and the quantitative and qualitative data is used. | Complete view and whole child's development is considered. <ul style="list-style-type: none"> ➤ Holistic ➤ Pastoral ➤ Academic |
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| Outcomes | Our children will be happy, confident and successful learners who are responsible citizens. |
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We are a research informed school



Character Education

Framework Guidance

Collection
Curriculum research reviews

