

Heath Hayes Academy



Hero's Curriculum Policy

September 2023

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School Ethos & Aims

Our aim as a school is to inspire and enable each child to achieve their full potential. Promoting well-being is of high importance to us to create a happy, safe school environment. The Hero's Curriculum enriches the learning of children through a range of diverse, quality experiences which promote curiosity and a love of learning.

Statement of Intent

At Heath Hayes Academy, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Hero's Curriculum Intent, Implementation & Impact

Intent

The intention behind our curriculum is to grow life-long learners. With a carefully designed partnership between the learning of knowledge, and the opportunities to apply transferable skills. Our curriculum will fully equip learners for the future.

Implementation

Our curriculum is implemented through learning adventures. Adventures are used to continually embed and revisit knowledge and skills in varying contexts. Experiences are provided for learners to showcase their knowledge, skills and understanding at every opportunity.

Impact

Achievement within the Hero's Curriculum will highlight the impact of the partnership between knowledge building and application of transferable skills. Children are consistently supported and challenged to reach their full potential within learning adventures.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy
- Wrap Around Care Policy
- Relationships and Health, and Sex Education Policy
- Special Educational Needs & Disabilities Policy

This policy also operates in conjunction with the following documents:

- English Scheme of Learning
- Maths Scheme of Learning

- Hero's Curriculum Progression
- Relationships, Health & Sex Education Policy

3. Roles and Responsibilities

The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher and assistant headteacher are responsible for:

- Devising long and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring planning and resources are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term adventure plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating adventure & Maths planning in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

4. Organisation and Planning

The Hero's Curriculum has been devised to provide all children with a rich, balanced and ambitious selection of learning 'adventures' throughout their primary education.

Organisation of the Hero's Curriculum:

- EYFS - 1 year Curriculum adventure programme, with 2 adventures per half term
- Years 1 to 6 - 2 year rolling Curriculum adventure programme with set adventures per term.
- Adventures taught in phases: EYFS, KS1, LKS2 & UKS2.
- Sequentially planned to include 1 adventure every 2 - 4 weeks totalling 14 - 16 adventures in total over the academic year.
- Adventures include all subjects excluding Maths, and have a core subject focus. (For example KS1 'Winter Wonderland' Autumn Term adventure has a core focus of Geography).
- Core English knowledge and skills (reading and writing) is taught within all adventure sessions creating a thematic, centred approach to learning. Please see English SoL.
- National Curriculum objectives have been organised into phases, to support the development of knowledge and skills within each subject area. Please see Heath Hayes Journey.

Organisation of the Heath Hayes Academy Maths Scheme of Learning:

- Core Maths skills and knowledge follows yearly progression focussing on: National Curriculum objectives, pre/post assessment opportunities, and essential coverage needed to support the area of maths.
- The SoL (please see HHA SoL Maths) denotes areas of Maths sequentially covered throughout the 3 terms.
- Core skills such as: place value, number, and calculations are revisited in sequence as knowledge is embedded.

Planning & the Environment of the Hero's Curriculum:

- Lessons will use a range of adaptive teaching strategies to support the needs of all pupils.
- The different learning techniques include:
 - Using different kinds of questions to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
 - Opening discussions around topics so pupils can learn from their peers and learn how to hold conversations with others.

- Holding structured debates to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
 - Using assessments to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
 - Role playing and acting to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
 - Exploring a class text preselected for the adventure
 - Written and spoken tasks to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.
- Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.
 - Teachers will plan lessons to accommodate pupils of mixed ability, making cross-curricular links where possible.
 - Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.
 - Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.
 - TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.
 - Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
 - Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
 - Any difficulties identified will be addressed at the outset of work.
 - Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

Planning & the Environment of the HHA Maths Scheme of Learning:

- EYFS & KS1 lessons will include an interactive 'Maths Meeting' session which develops basic/world Mathematics ensuring appropriate cultural capital
- KS2 lessons will include arithmetic practise
- All year groups will complete a 'Pre-Assessment' prior to starting a new area of maths, to ensure informed starting points and accuracy in assessment. To end each unit/area of maths, all year groups will complete a 'Post-Assessment' to monitor progress and celebrate success.

5. Subjects covered

- The school will have due regard to the National Curriculum at all times throughout the academic year.
- The school will have due regard for the 'Statutory framework for the Early Years Foundation Stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- Relationships, Health and Sex Education

The school will ensure pupils also have access to the following foundation subjects all of which are encompassed

within the Hero's Curriculum: Please see Hero's Curriculum Progression.

- Art and Design
- Computing
- Design and Technology
- Modern Foreign Languages (KS2 Spanish)
- Religious Education
- Geography
- History
- Music
- PE
- RHE including Sex Education

6. English (Reading, Writing & Phonics)

English learning is delivered through the Hero's Curriculum. Within each adventure, English activities include handwriting, spelling, punctuation and grammar activities, reading, spoken language, writing in a variety of genres, phonics, storytime and DEAR (drop everything and read). The context of learning is explicitly linked to foundation subjects within adventures to ensure an embedded approach. English is split into Phonics, Reading and Writing.

Reading
<p style="text-align: center;">Intent</p> <p>The intention behind our whole class reading process is to provide learners with excellent reading skills. The structure of the sessions provides a focus on spoken language in addition to reading comprehension skills. Learners will acquire strategies to support independent reading and reading aloud.</p>
<p style="text-align: center;">Implementation</p> <p>Our whole class reading sessions are implemented through carefully selected texts that are analysed to fit within an adventure to secure fluency and understanding. High quality texts link to adventures in order to develop learners comprehension within a range of contexts. As a school we place a high value of reading for meaning and specifically tailor learning opportunities to ensure a breadth of vocabulary.</p>
<p style="text-align: center;">Impact</p> <p>As a result of whole class reading children's successes will be evident in a variety of ways. Children will be able to discuss a wide range of text based on their knowledge gained including language, structure, audience and purpose. Whole class reading highlights the partnership between reading and writing, allows learners to draw on all experiences of written texts. Reading skills are also delivered through the adventure, through the use of age appropriate texts. To support phonetic readers, we have developed the use of several published schemes, which have been arranged in coloured 'book bands'. Children are encouraged to read at home every night to develop their skills and parents record comments for the teacher in the diary. When the children have reached a required level, they are deemed confident and fluent readers and can become a 'free reader', choosing any book they wish from the school library.</p>

- 100 Book Challenge:

Across the school all children are provided with a quality age-appropriate text to enjoy at their leisure with their partner in DEAR time.

Within EYFS children complete the 50 book challenge, this provides children in reception with the opportunity to read 50 different books throughout the school year.

Within each phase: KS1, LKS2 & UKS2 children complete the 100 book challenge, this provides them with the opportunity to read 100 different books throughout the school.

- **RWI Phonics:**

Phonics is taught daily for 45 minutes. Currently the school follows Read, Write Inc. Phonics, within Early Years and KS1. Children in KS1, received phonics teaching specifically targeted to their knowledge base. Small phonics groups ensure specific phoneme and grapheme coverage and support children in accelerated progress. Children receiving phonics follow a scheme of learning through RWI texts within school as well as ‘read at home’ books provided weekly.

Writing
<p style="text-align: center;">Intent</p> <p>The Hero’s Curriculum is specifically planned and designed in order to produce quality writing from its learners. Adventures allow staff to define and build purposeful writing opportunities for knowledge and application of previously learnt and new grammar, punctuation and spelling skills.</p>
<p style="text-align: center;">Implementation</p> <p>Linked closely with the whole school reading process, writing sessions deepen language understanding, grammar knowledge and authorial choice which provides pupils with the skills to write within a range of genres. Connected, contextual adventures allow for 1 – 2 pieces of extended writing to be completed to a high standard per adventure. Professional development of staff is continually audited to ensure accuracy in grammar, punctuation, spelling and the teaching of writing.</p>
<p style="text-align: center;">Impact</p> <p>Success within writing at Heath Hayes evidences purposeful pieces of writing with engaged learners reading these aloud. The impact of combining text exposure and accuracy in grammar knowledge ensures children are provided with a writing toolkit to draw upon. Learners can apply their understanding of writing to write for a range of audiences and purposes.</p>

7. Maths

Maths
<p style="text-align: center;">Intent</p> <p>At Heath Hayes Academy, our intention for Maths is to develop a secure knowledge of number, value and calculation. With this secure knowledge base, we provide a rich, balanced and progressive curriculum in order for children to make exceptional progress. Our curriculum allows children to make connections within and across mathematics, and take ownership of their achievements. With the support of White Rose Mastery, and the Heath Hayes Scheme of Learning, teachers plan and deliver challenges, revision and targeted interventions to support all learners.</p>
<p style="text-align: center;">Implementation</p> <p>Maths sessions across Heath Hayes are implemented with a focus on fluency first and foremost. Children experience timed challenges, arithmetic practise and problem of the day in order to develop their mathematical knowledge. Each area of Maths begins with a short pre-assessment in order to correctly identify learners starting points, following this children learn through a set system of activities. Children begin by mastering the required new skill, then move to apply their knowledge of this. Once application is consolidated, children can solve problems and use connections to reason. Opportunities to make decisions based on estimating, calculating and evaluating the effectiveness of chosen methods provide children with an</p>

understanding into reasoning.

Impact

The impact of our Maths curriculum is that children can make connections within and across mathematics in order to fully understand and challenge ideas. We have fostered an environment where challenge, critical thinking and number skills are fundamental, children feel safe to ask questions and 'have a go' when faced with new problems.

EYFS and KS1

Mathematics in the Foundation Stage is viewed as a practical, activity-based subject, since for most children practical work is the most effective means by which understanding of mathematics can develop. The overview for this area of learning is taken from the Early Years Foundation Stage Profile.

As the children progress through Key Stage 1, work will progress from handling objects to a stage in which symbols are used, which can be manipulated in abstract ways and applied to problem solving.

KS2

At Key Stage 2 most children will be encouraged to work increasingly independently, applying the knowledge they have learnt to solve everyday problems and to investigate mathematical rules, patterns and relationships. Mathematics games and practical learning opportunities will supplement more formal mathematics activities throughout Key Stage 2.

8. Science

Science

Intent

Science at Heath Hayes Academy is intended to provide children with planned opportunities to explore, investigate and analyse. Explicit teaching of practical skills and subject knowledge ensures that children are able to work scientifically to apply and deepen their understanding of all science topics.

Implementation

In line with the Hero's Curriculum, Science objectives are taught within adventures, ensuring that all learning is applied to a relatable context. The delivery of the curriculum takes the children on a scientific journey where they learn through exploration and questioning, apply their knowledge with a combination of written tasks and practical enquiries. Finally children will showcase everything that they have learnt by following their own lines of enquiry and drawing individual conclusions.

Impact

The success of Science within our school is clear when pupils make connections between their subject specific knowledge and everyday situations. Children are able to recall relevant facts, apply subject knowledge and offer valid opinions about all areas of Science. Ensuring that children are encouraged to work scientifically fosters a thirst for new knowledge and curiosity which leads to inquisitive and engaged learners. Pupils are excited to be challenged and are able to use critical thinking and problem solving skills to lead their own scientific enquiries.

9. RHSE, PSHE/SMSC

Part of the National Curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed. Please see Relationships, Health & Sex Education Policy. All of these areas will be encompassed within 'Learning for Life'

The Hero's Curriculum supports RHSE/PSHE/SMSC by including:

- Whole school enrichment activities/days (Odd Socks Day, Anti-bullying week)
- Whole school nurture - nurture lessons in class each week
- RCT - Relational Care Team
- Celebrating different cultures through adventures
- Environmental issues through: adventures, ModeShift Stars Gold Award, Active Travel
- British Values
- Crime and Punishment
- Relationships & Health Education objectives within every adventure
- Celebrations & shared events at the local church

10. Reporting and Assessment

- Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- Results of informal assessments will be recorded and reported back to the headteacher (half termly) pupils and pupils' parents (twice yearly).
- Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.
- Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.
- Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- All reporting and assessments will be conducted in line with the school's Assessment Policy.

11. Equal Opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

12. Supporting pupils with SEND

- Pupils with SEND will receive the additional support they require both academically and with their personal

development, in line with the school's SEND Policy.

- Pupils with SEND will work with Teachers and TAs in smaller groups frequently to support their learning.
- Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

13. Extra-curricular activities

- The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.
- All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.
- All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

14. Monitoring and Review

- This policy is reviewed **annually** by the **headteacher, Senior Leadership Team** and the **governing board**.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- The scheduled review date for this policy is **September 2024**