



# Halwin Primary School

## Curriculum Intent Statement

Written: June 2019 Amended: June 2023

Reviewed: Sept 2022 Next Review: Sept 2023

Governing bodies are required to produce a curriculum statement annually. This replaces the requirement under the School Framework and Standards Act 1998 for a curriculum plan.

***Our Mission: To educate and inspire the pupils of our community***

***Our Ethos is one of building CARE: Confidence, Aspiration, Resilience and Enjoyment in our pupils***

***We CARE about the individual; the highest possible standards of teaching; about strong relationships and about respect for all***

***We know our rural community well and our curriculum is driven through the development of Vocabulary, Identity, Locality and Personality***

***Our Values: We are members of Crofty Multi-academy Trust with values of Learning, Integrity and Community and we are underpinned by British values.***

At Halwin School this statement sets out the principles underpinning the curriculum and reflects the school's commitment to developing all aspects of pupils' lives.

We aim for our children to: "Know more and remember more"

- Develop inquisitive minds, a spirit of curiosity and enjoyment for learning
- Be equipped with the skills to fully participate in an ever changing world
- Be respectful and productive members of the community
- Have high expectations and self-belief
- Reflect on their learning and seek to extend themselves mentally, physically and spiritually
- Uphold the caring ethos of the school, respecting their own cultures and beliefs and those of other people
- Persevere and learn from their mistakes
- Develop an understanding and respect for the environment
- Have the courage and confidence to take calculated risk
- Celebrate their own successes
- Extend and blend their learning between school to home

It is a curriculum founded upon the development of the child; their emotional intelligence, their values, their well-being, their communication, their problem solving, their motivation and their skills to learn. This primary education will set them up for the next stage in their education and onwards to be a secure and successful adult.



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At the heart of our curriculum is reading. From the first days of schooling when the phonics programme starts, through to being a free reader, right up to the top of the school, reading skills are developed. We aim to instil a love of reading and of books, which are used to drive the acquisition of knowledge and the cultural capital children need to become great learners. Our Curriculum needs to address the challenges the children of our community face, namely: oracy and vocabulary; emotional intelligence and aspiration.

### Our Curriculum has 4 drivers:

These drivers build learners to achieve the ambition of being Confident, Aspirational, Resilient and to Enjoy learning.

<b>Vocabulary</b>	A child who can read, write and communicate well with a good vocabulary is a more confident child. Research indicates the importance of an extensive vocabulary for educational and life success. At Halwin School we aim to build on the words the children choose orally and in their writing as well as in their reading. These develop to the higher level more technical language required to have success in all the curriculum subject areas.
<b>Identity</b>	A child who knows themselves is a more confident child, has clearer aspirations and greater resilience. In developing their identity the children are building their emotional intelligence, a key to future life success. Areas such as self-awareness, emotional regulation, social skills, a growth mindset and intra-personal skills are developed.
<b>Locality</b>	A child who has a sense of place is a confident child. Knowing our own rural locality brings a sense of belonging and connection to place into the children's lives. Having this clear, along with knowledge of local identity and it's place in the broader world develops world citizens in our children.
<b>Personality</b>	A child who is inspired by others and who understands about people develops aspiration. Understanding and being inspired by the work of others lifts aspiration in our children. One day it could be them. From personality we can also reflect upon equality issues and protected characteristics, developing good future citizens of our society.

All children need to have the following to achieve these:

- People who care for and guide them
- Language
- Experiences to learn from
- Times to be challenged
- Opportunities for celebration of learning

When a child leaves Halwin School they will have had these.

For each subject area we are aiming for pupils to become competent and confident in using and applying the skills of that particular subject, have a good substantive knowledge base and approach the subject with



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a positive and affirming attitude for success. Our children will have developed the disciplinary knowledge in the attitudes of a subject learner eg to be a scientist, or a geographer or an historian.

Many of the skills are transferable between the subject areas. For example, research skills in history or science. Equally we seek to promote standards of reading, writing and speaking and listening across the curriculum as well as solving mathematical problems within a foundation topic area.

To learn well and achieve high standards pupils need to listen well, work independently with confidence, question the learning and themselves, challenge themselves to go further and find joy in achievement. They need to learn to do this in the classroom environment when paired or group working is also expected. Pupils need to have a focus on their work, excluding any distractions and be able to reflect on their own work, that of others and on the learning they have achieved. The school aims to instil all of these learning dispositions.

Core concepts run through the curriculum to have golden threads that run through the substantive knowledge.

In addition, disciplinary knowledge is developed through concepts in place in each subject area.

The school has mixed age classes and as such must have rolling programmes of coverage.

The school uses a number of schemes of work to support the depth and breadth of teaching and learning. For example RWI for early reading and writing.

Planning and delivery of learning is beyond the classroom and there's an expectation that children have a self-responsibility to continue their learning at home as well as at school.

Cross-curricular learning aids the development of the schema pupils need to make memorable links and commit learning to deep memory.

Substantive knowledge is shared with stakeholders through knowledge organisers.

## English

That all children read fluently and can communicate well, using spoken and written English

Core Concepts: Speaking and listening; reading; spelling, punctuation and grammar and writing

At Halwin Primary School we use English to communicate in both written and spoken form. We use language to build our view and opinion of the world and our community. We believe that developing a love of our language in our children is vital in achieving success at school and later in life.

The exploration and enjoyment of the English language is our priority and we value all its aspects – speaking, listening, reading and writing. English is taught daily across the whole school with work appropriately differentiated to match all abilities. Developing early reading and a pride in writing is key to the start the children have in their learning at Halwin School. Fundamental to success at school and in reducing disadvantage in life is the depth of vocabulary and its usage. Halwin Primary aims to develop a rich vocabulary in our pupils and this will be tackled primarily within English lessons and reinforced across the broader curriculum.



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### **Speaking and Listening**

Talking is fundamental to learning. Pupils are encouraged to speak clearly, confidently and with expression in order to state their ideas and opinions.

Just as important is the need to listen carefully to others and respond in appropriate ways. At Halwin Primary, pupils are given opportunities in all areas of the curriculum to develop their oracy skills, in talk partners, group or whole class situations.

### **Reading**

Children who read for pleasure gain a richer vocabulary, more knowledge, and critical thinking skills, developing into learners. We aim for all pupils to develop a love of reading.

**Phonics** Phonics is taught through the Read/Write/Inc scheme. 50 mins each morning is given to the speed sounds and reading sections of the scheme.

Additional small group and one-to-one sessions are planned for those who do not make the expected progress.

**Guided Reading** is an important part of our curriculum and progresses pupils reading fluency and comprehension skills as they become more proficient. Children work in class groups, after they finish the Read/Write/Inc Scheme, to develop their reading skills and their understanding of texts.

We provide children with rich reading experiences and encourage them to appreciate the author's use of language and writing techniques in order to develop their own writing skills.

Our children take their reading books home daily to share with their families/carers. As they go through the school, they are given more responsibility for making their own reading choices from the resources we have in school. Children are encouraged to choose books from our library and other books brought in to support the topics.

### **Spelling**

We aim for accurate spelling. Read/Write/Inc starts pupils on their journey and this is supplemented with work from the Literacy shed and then on to the expected words for each age group.

### **Grammar and punctuation**

There is a grammar and punctuation focus within English lessons, linked to the specific form of writing being studied. A more formal programme starts from the Read/Write/Inc scheme. When pupils complete the Read/Write/Inc they move on to a programme from The Literacy Shed and stand-alone grammar and punctuation lessons to supplement the learning. Higher up the school the development is identified from pupils' writing and individual and group learning identified and covered.

### **Writing**

At Halwin Primary we aim for children to be independent writers. We encourage them to write clearly and with confidence for a chosen audience in any given form. We teach them to use punctuation and grammar accurately, to be able to proofread their own work and make amendments and improvements.

We place value on the development of correct letter formation and neatly presented handwriting. A continuous cursive style is used through the Letter-Join programme after they move on from Read/Write/Inc.

We give children a wide range of opportunities in which to develop their writing skills and display work of which they are proud.

Through our English curriculum, we aim to nurture in the children a love of literature and language, and the confidence to continue reading and writing throughout their lives.



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Pupils who succeed in English have developed:

- Phonic strategies of encoding and decoding words
- Spelling, punctuation and grammar for writing
- Reading for enjoyment and meaning
- Speaking and listening skills
- Clear and cursive handwriting

Implementation: Read/Write/Inc starts the writing development. Alongside this, different forms of writing are covered. From Year 2 The Write Stuff programme is used to develop writing with further work linked to books studied.

Impact: measured through termly teacher assessments, EYFSP; Y1 phonics; KS1 Teacher assessments and KS2 SATs; Y3,4,5 end of year assessments; GPS testing takes place in y2,3,4,5 and 6 at the end of the year and shorter testing throughout the year within the older year groups

## Mathematics

That pupils can communicate their understanding of the world and solve problems

Core Concepts: Number and Place Value; Number Facts; Addition and Subtraction; Multiplication and Division; Geometry and Fractions.

Our mathematics curriculum equips pupils with tools that include logical reasoning, problem-solving skills, and the ability to think in abstract ways.

The school follows a mastery approach in fluency, problem solving and reasoning.

During the Early Years Foundation Stage Curriculum, maths forms part of many interactive learning experiences. Pupils develop their knowledge and understanding of mathematics through play, exploration and discussion.

Children develop their use of mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

They move from counting reliably to calculating fluently with all four number operations. Children will use a wider range of mathematical vocabulary as they progress.

They learn to tackle a problem with mental methods before using any other approach.

In seeking to develop pupils to become mathematicians we are looking for them to:

- Learn age appropriate number facts including number bonds and times tables
- Use and apply knowledge and skills to solve problems in different contexts
- Work meticulously
- Find patterns and links
- Use reasoning skills to explore and justify solutions



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Implementation: Planning comes from the White Rose scheme. Pupils have a daily maths lesson supplemented with small additional sessions to support numeracy and fluency.

Impact: measured through termly teacher assessments; EYFSP; KS1 Teacher assessments; KS2 SATS; Y3,4,5, end of year assessments and ongoing assessments from the scheme at the end of units of work.

## Science

Pupils learn to understand of the world through the knowledge of science

We aim to foster curiosity, analytical thinking, enquiry, creativity and perseverance so they can make sense of the world around us. Key to this is the children's ability to communicate their understanding through a range of methods.

Plymouth Science scheme aims to develop the knowledge of the National Curriculum divided into:

- Content/knowledge
- Book/Science Capital
- Scientific Enquiry
  - Comparative/Fair Testing
  - Research
  - Observation over time
  - Pattern seeking
  - Identifying and classifying
- Working scientifically
  - Questioning
  - Prediction
  - Setting up tests
  - Observation and measurement
  - Recording
  - Interpreting results
  - Evaluating

Implementation: The pupils have a weekly science lesson delivered from the Plymouth Science Scheme. The pupils are taught in double year groups in 2 year rolling programmes.

Impact: measured by EYFSP; end of unit teacher assessments based on the knowledge of the unit; KS1 and KS2 Teacher Assessments

## Religious Education (RE)





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That pupils develop thinking with a religious viewpoint

Core Concepts: Identity and Community; Living a Good Life; Ultimate Questions

The school follows the locally agreed RE syllabus.

At Halwin Primary School, children are taught to understand and respect the importance of religious beliefs in the world around them. We encourage children to use and develop their skills in RE and to participate in critical thinking. We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages. In the Foundation Stage and KS1 the Christian faith, Islam and Judaism will be taught. In KS2 the study of Christianity is developed with further study of Hinduism.

Pupils who succeed in RE have developed:

- Open mind
- Reflective skills
- Spiritual understanding
- Christian values
- Appreciation and respect for other faiths

Implementation: Objectives for learning come from the local SACRE curriculum. The Understanding Christianity programme is woven into the learning. Pupils have weekly RE lessons.

Impact: measurement is through ongoing assessments and a final end of year judgement.

## Art and Design

That we develop artists and designers in our pupils

Core Concepts: Drawing; Painting; Printing; 3D Sculpture; Textiles; Collage; IT

Art and Design contributes to the development of the whole child emotionally, physically, socially and cognitively. It provides all children with the opportunity to express themselves imaginatively, creatively and develop their understanding of, and respond to the world around them. Pupils are exposed to many visual, tactile and sensory experiences. Halwin Primary School enables pupils to become involved in, enjoy and appreciate the visual arts and how it can enrich their personal lives. They learn the part that art and design plays in their own and others' lives, in contemporary life and in different times and cultures.

Pupils who succeed in art and design have developed:

- Appreciation of work by different artists
- Creating own artwork inspired by existing artwork and artists
- Skills of art in different media
- Their own creativity and enjoyment



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Implementation: Planning is a local scheme covering the media required of the National Curriculum. Knowledge in substantive concepts is developed progressively between the three classes. Namely: evaluate and analyse; creative; artists

Impact: measured by end of unit teacher assessments linked to core concept yearly progressions in drawing, painting printing, 3D sculpture, textiles, collage and IT.

## Design and Technology

That pupils can evaluate, design and build to meet a challenge

Core Concepts: Structures; Mechanisms/Mechanical systems; Textiles; Cooking and Nutrition

Design and Technology provides our children with an opportunity to tackle problems of a practical nature. The cross curricular nature of Design and Technology offers a setting for the children to apply knowledge and skills from a number of other subjects. Skills are developed using tools and equipment in designing and making artefacts and food products. Working with a variety of materials aims to help children learn important life skills. Children learn independently and in groups, learning to cooperate, plan, design and make and evaluate their work. They learn to make their own decisions.

Pupils who succeed in design technology have developed:

- Evaluation skills
- Designing skills
- Creating and constructing skills
- Problem solving strategies

Implementation: The Kapow Scheme is used to deliver the DT curriculum

Impact: measured by end of unit teacher assessments linked to core concept yearly progressions

## Geography

That pupils develop a sense of place and people

Learning organised from the National Curriculum as: Locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork

Geography develops children's knowledge and understanding of people and places. At Halwin, we learn about the wider world as well as local areas, looking at the physical, human, social and economic issues surrounding each case study. Use of maps, atlases, photos and the internet ensures a well-balanced and interactive method of learning for all pupils. There are many cross-curricular links. Children are able to discuss their own immediate environment and can compare how environments may vary from one to another.





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Pupils who succeed in geography have developed:

- Research and recording skills
- An understanding of connections between human and physical geography
- Knowledge of use of sources of evidence to create argument
- Hypothesis skills
- Investigative skills
- A sense of place including our Cornish identity and heritage

Implementation: Planning comes from the Kapow Scheme

Impact: measured by end of unit teacher assessments linked to core concept yearly progressions.

## History

That pupils understand and learn from the past

Disciplinary Concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence

Substantive Concepts

such as

- Power
- Trade
- Invasion and settlement

We see history as an opportunity to develop skills of enquiry and questioning; to be open minded and explore the past in an exciting way. We aim to provide first hand experiences with role play, class visits, workshops and visiting experts playing an important part in our topics.

History is taught through our focus units of work but with some cross-curricular links. The past comes to life when children use a variety of sources of information to find clues and evidence and take part in discussions with their peers. Through history, children learn to make comparisons and links between the past and modern times and discover how and why things have changed. They learn about people and events in the past, in Britain and the wider world, and realise that these have influenced our lives today. Children are taught how to investigate and record their findings in interesting and creative ways including writing, art, drama and information communications technology.



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Pupils who succeed in history have developed:

- Research and recording skills
- Connections between past and present
- Use of sources of evidence to create argument
- Hypothesis skills
- A sense of time and chronology

Implementation: Planning comes from the Kapow Scheme

Impact: measured by end of unit teacher assessments linked to core concept yearly progressions

## PSHE

That pupils learn to live life in all its fullness, safely and with good values

Core Concepts: Health and Well-being; Relationships; Living in the Wider World

Personal, social, health, economic (PSHE) education is a programme of learning opportunities and experiences that enable children and young people to grow and develop as individuals and as valuable members of families and of social and economic communities.

PSHE education provides children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It inspires them to be enterprising and supports them in making effective transitions, good career choices and in planning their futures. It gives children and young people the skills to reflect on and analyse their own values and equips them to face difficult and sometimes conflicting attitudes they may face in the future.

Pupils who succeed in PSHE have developed:

- Emotional intelligence including empathy
- Resilience
- Listening
- Self-control
- Assertiveness
- Understanding of healthy living and making healthy choices
- Tolerance and forgiveness

Knowledge in substantive concepts is developed progressively between the three classes.

Implementation: We follow the 3Dimensions PSHE scheme further supplemented in assemblies and in informal classroom discussions.

Impact: measured by end of unit teacher assessments



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### **Sex and Relationship Education**

That pupils make healthy personal choices

We follow a programme which has been set up in accordance with county and national support information that focuses on loving relationships, respect and healthy choices. We use the 3Dimensions scheme.

### **Physical Education (P.E.)**

That pupils develop active and healthy lifestyles

Core Concepts: Games; Gymnastics; Swimming; Outdoor Adventurous Activity; Dance

Physical Education develops children's physical skills, confidence and health. It gives opportunities for children to be creative and competitive while learning to work with and respect others. At Halwin School children learn how to plan, perform and evaluate actions, often in pairs and small groups, helping them to develop the quality and effectiveness of their work. We promote a positive attitude towards active lifestyles and aim to introduce children to lifelong enjoyment of physical activity.

In addition to being taught by their class teacher children across the school are taught by specialist coaches.

Pupils who succeed in PE have developed:

- Good sportsmanship
- Ability to challenge themselves
- Coordination and control
- Balanced competitive attitude
- Healthy approach to life and well-being
- Water skills

Implementation: Long and medium term planning has come from the Arena Scheme. A broader curriculum is in place with further opportunities using the sports premium money. Eg watersports.

Impact: measured by end of unit teacher assessments and progress against the core concepts

### **Computing**

That pupils are prepared for our digital age

Core Concepts: Digital Literacy; Computer Science; Information Technology; Online Safety



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We aim for the children to confidently and independently use and apply information technology skills to support and extend their learning. We develop a culture where the use of ICT becomes second nature to our pupils, thus ensuring they are ready and able to embrace the technological advances of the future. Every child at school will use IT in school. The children learn how to navigate the Internet safely and communicate through the internet. They use a range of equipment and have access to a wide variety of software.

The children are taught using Interactive whiteboards and screens and other technologies. Our children are taught how to access information, evaluate its suitability, store it, share it with others and manipulate it to meet their own needs.

Pupils who succeed in computing have developed:

- Problem solving and decomposition skills
- Digital literacy
- Coding skills
- Online safety awareness

Implementation: Long and medium term planning has come from the iCompute scheme.

Impact: measured by end of unit teacher assessments linked to core concept yearly progressions

## Music

That pupils develop their well-being and creativity through music

Core Concepts: Listening and Appraising; Musical Activities; Creating and Exploring; Performing

Music is taught throughout the school as a class subject. The aim is to develop each child's musical potential giving opportunities for self-expression and creativity.

Instrumental tuition is available to children who wish to take advantage of it. The children are taught individually or in small groups and parents are required to meet the cost.

During the year there will be musical performances from the children.

Pupils who succeed in music have developed:

- Appreciation and appraisal of music from different genres and cultures
- Performing including singing skills
- Composition skills

Implementation: Long and medium term planning comes from the Charanga Scheme

Impact: measured by end of unit teacher assessments and progress against the core concepts

## Languages

That pupils can connect with people around the world



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Core Concepts: Receptive Language [Listening and Reading]; Productive Language [Speaking and Writing]

Learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. At Halwin School we teach French from Year 2 upwards.

Pupils who succeed in languages have developed:

- Listening and speaking skills
- Intercultural understanding
- Reading and writing skills
- History of languages

Implementation: Long and medium term planning comes from the Kapow Scheme.

Impact: measured by end of unit teacher assessments and progress against the core concepts

## Early Years Foundation Stage

That the pupils get the best start and learn to love learning

There are seven areas of learning and development.

All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development.

Additionally there are four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Implementation: The EYFS curriculum underpins all planning and teaching for children in this age group.

The learning is through a variety of open ended play-based experiences which invite children to explore the world around them.

Impact: measured by ongoing teacher assessments against the EYFSP



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### Coverage

Halwin is a small school and as such has mixed aged classes. In order to ensure coverage, the school has devised 2 year rolling programmes across the classes. In addition, for some subjects, different cohorts are brought together for teaching and learning.

### Research

The school aims to ensure it develops the curriculum and teaching and learning in line with best practice. To that end, research is used to benefit the curriculum development. The OFSTED subject research has supported the curriculum development as has the Reading Framework.

### Crofty Multi Academy Trust

The Trust supports learning in the school through research based practice and developmental subject specific working groups.

### Inclusion

Halwin is a highly inclusive school welcoming all members of our community regardless of their needs and challenges. Curriculum adaptations are made when necessary to meet the needs of the individuals.

### Entitlement

The school aims to provide opportunities for all pupils to have life experiences to broaden their knowledge and understanding and to develop as individuals.

### Special Educational Needs

Where necessary, the curriculum is adapted for those with special educational needs.

Additional support and intervention is provided for identified groups and individuals. Children with Education and Health Care Plans have their learning needs met from the provision identified in their plan.

### Curriculum enhancement

The curriculum is enhanced by using visits and visitors whenever possible. We aim that each class should have one of these enhanced opportunities each term. Further focus weeks are planned during the year to enhance the learning experience.

### Extended School opportunities

The school offers a variety of clubs for children to participate in during and after school.

### The Role of the Governing Body

The governing body ratifies the curriculum intent and monitors its implementation and impact.

### The Role of the Headteacher

The headteacher completes the Curriculum Statement each year for consideration of the governing body. The headteacher reports to the Governing body on standards within the school, giving consideration to:

- year groups
- comparisons with national averages and similar schools nationally and for the LA
- gender; ethnicity; special educational needs





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- other vulnerable groups
- pupils for whom the curriculum was disapplied
- the nature of any parental complaints concerning the curriculum.

### **The Role of Subject Leaders**

Every member of teaching staff has responsibility for multiple areas of subject leadership. They monitor the intent, implementation and impact of the work of the school and report their findings to the school and governors.

### **The Role of the Class Teachers.**

The teachers have a responsibility to deliver the agreed curriculum through careful planning, teaching and evaluation.

### **MONITORING AND EVALUATION**

This policy and its effectiveness will be reviewed by the Head teacher and the Governing Body.

Policy written by: Mr Richard Lawrence Head teacher



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