

# Haggonfields Primary School: Our Curriculum Vision

## Respect:

To understand ourselves.  
To appreciate each other.  
To value diversity.

## Possibilities:

To challenge ourselves.  
To challenge each other.  
To push boundaries.

## Ambition:

To aim high.  
To have aspirational goals.  
To understand that continual improvement is part of the learning process.

## Collaboration:

To learn from each other.  
To support each other.  
To be successful together.

## Curriculum Intent

### Wellbeing, Nurture and Support:

At Haggonfields Primary School, children are provided with a supportive and nurturing start to school that begins in Early Years and progresses throughout the Key Stages One and Two. Here children develop their knowledge, thinking and skills through play-based provision and focused activities that begin to build children's knowledge of reading, writing and maths, enriched by the wider curriculum. Children begin to learn to work independently and collaboratively, developing life-long learning skills which promote resilience and the ability to learn from setbacks and mistakes, enhanced by the exemplification of the school's values. There is support for all pupils including SEND and disadvantaged pupils.

### Acquisition of Knowledge:

Our curriculum has the acquisition of knowledge at its heart. We ensure pupils are supported throughout their learning by a carefully sequenced and planned programme of study which is enhanced by special events, visits and experiences that impact positively on progress and learning. Creativity is a strong thread that permeates our curriculum. Teachers plan opportunities in all subjects for pupils to think in different ways, find solutions, create original designs, make links and connections between subjects and information, and imaginatively use and apply knowledge. A range of assessment is used to check children's progress throughout school and this in turn informs planning.

### Cultural Capital:

The National Curriculum defines Cultural Capital as 'The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' At Haggonfields Primary School we provide a broad curriculum that enables children to be suitably equipped for their next stage of education and to go on to be active contributors to our society. Our inclusive culture and Christian ethos promotes the rich diversity of Britain and encourages children to actively take part in their local community, understanding the importance of being a global citizen. We strive for excellence in all we do and for our children to be the best that they can be.

## Implementation and Impact

### Wellbeing for all:

Every classroom is a nurture classroom. Continuous Provision in EYFS and KS1. ELSA support across the school. Teachers quickly identify and respond to special educational needs. SENDCo support to deliver effective interventions. Positive partnerships with families. Strong community links. Enhanced PE provision. Values based daily worship. Breakfast provided for all pupils. Take 5 Breathing training for all. Wellbeing days for staff.

Children take responsibility for their own learning. Positive relationships encourage collaboration. Children develop strategies to support their own wellbeing. Children know & understand healthy lifestyles. All children are ready to learn at the start of each lesson. Staff feel valued.

### Creative Curriculum:

The Arts and Technology are drivers for our long term plans (Cycle A&B). Bespoke knowledge based Curriculum built by our staff for our children. Quality First Teaching for all children. Research based teaching and learning strategies. Lessons focus on direct instruction as our pedagogical approach. The ten evidence-based Principles of Direct Instruction (*Rosenshine, 2010*) used by all. Gap analysis feeds forward from assessment to planning. The promotion of strong oracy skills from Early Years and throughout the curriculum.

Children know more and remember more. They make links in learning and activate hard thinking. Children build confidence through exposure to a wide range of experiences. Children are ambitious and have high aspirational goals. Children develop wide and rich vocabularies. Children are resilient learners and are open to possibilities.

**Broad and Balanced Curriculum:** A curriculum built to support the personal, social, physical, spiritual, moral and cultural development of all children. Curriculum drivers specific to the personal attributes and characteristics our children need to be successful. A diverse and inclusive curriculum which supports the progress of all children. British and community values a thread running throughout. Children's individuality is embraced through creativity.

Children make good progress in all areas of the curriculum. Personal development is good in all key stages. Attainment is in line with national expectations, ensuring that they are prepared for the next stage of their education. Children talk confidently about citizenship and what is important to them.

## Our Curriculum Drivers:

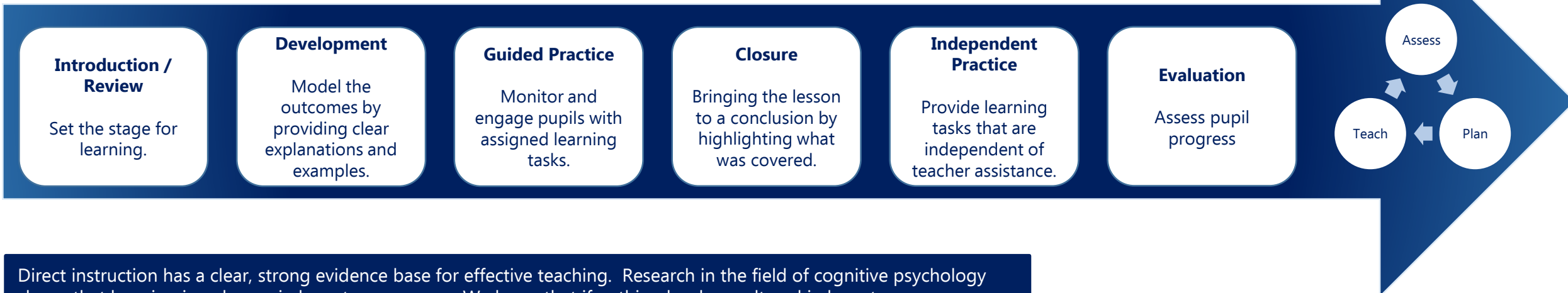
**The Arts:**  
To express ourselves as individuals.  
To communicate.  
To create without boundaries.

**Technology:**  
To embrace change.  
To develop creativity and imagination.  
To solve problems.

## Linked Documents:

- Subject Specific Curriculum Plans
- Long Term Plans
- Year Group Specific Curriculum Overviews
- Subject specific Knowledge Organisers

# Quality First Teaching - Direct Instruction



Direct instruction has a clear, strong evidence base for effective teaching. Research in the field of cognitive psychology shows that learning is a change in long-term memory. We know that if nothing has been altered in long-term memory, then nothing has been learned. To store learning in long-term memory, information must go via our working memory which has a limited capacity. Fortunately, long term memory is not limited and we can store as much learning as we need there. The challenge is moving information to long term memory and storing it there so that it can be used in future through a process of retrieval.

Direct instruction takes into account the limits of working memory and the process of moving learning to long term memory and keeping it there. "Decades of research clearly demonstrates that for novices (pupils learning and rehearsing new material), direct, explicit instruction is more effective and more efficient than partial guidance" (Clark, Kirschner and Sweller, 2012)

We use the ten evidence-based Principles of Direct Instruction (Rosenshine, 2010) that were collated through decades of research. These principles come from three sources: a) research into cognitive science; b) research on master teachers; and c) research on cognitive supports.

The Principles of Direct Instruction used by teachers helps pupils to develop strong, readily available background knowledge. Teachers ensure that pupils efficiently acquire, rehearse and connect background knowledge by providing a good deal of instructional support. Teachers activate pupils' relevant prior knowledge through regular retrieval practice, teach new material in small amounts, model processes, guide pupil practice to the point of independent practice, ensure a high success rate and provide immediate feedback to help pupils when they make errors. Teaching using principles of direct instruction leads to pupils' experiential, hands-on learning through using and applying what they have been taught.

## Principles of Direct Instruction are:

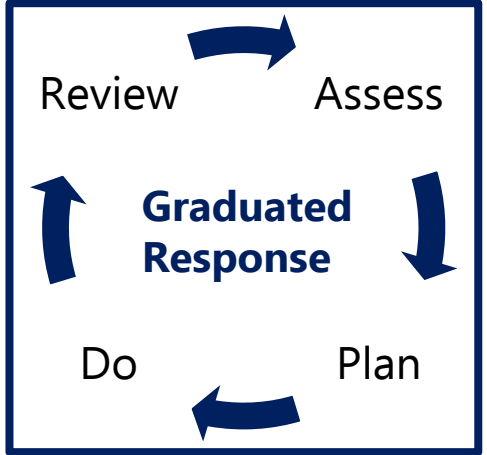
- Begin lessons with a short review of relevant prior learning (retrieval practice)
- Present new material in small steps with pupil practice after each step
- Ask a large number of questions to all pupils
- Check for understanding from all pupils
- The teacher directly models the full process, including showing worked examples
- Guide pupil practice under close supervision of the teacher with immediate feedback
- Obtain a high success rate

# A Curriculum Built to Support Pupils With Special Educational Needs

Quality First Teaching within an adapted Curriculum for all

Despite receiving adapted learning opportunities:

- Makes little or no progress
- Shows signs of difficulty in developing skills in Reading, Writing or Maths
- Presents signs of persistent emotional or behavioural difficulties
- Has sensory/physical problems despite the provision of specialist equipment
- Has communication or interaction difficulties.



Put Early Support Plan in place.  
Discuss with SENDCo if second cycle is needed.

Assess  
SEN  
support

**Plan & Do**  
Interventions planned and delivered.  
Progress will be carefully tracked.

Further intervention

Review

