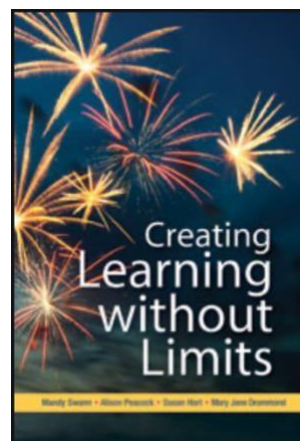
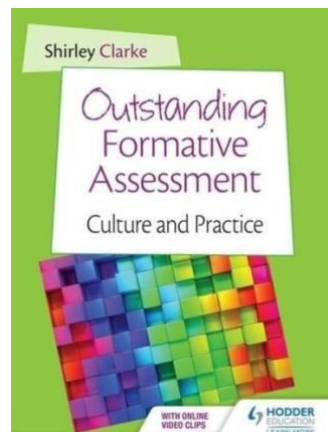
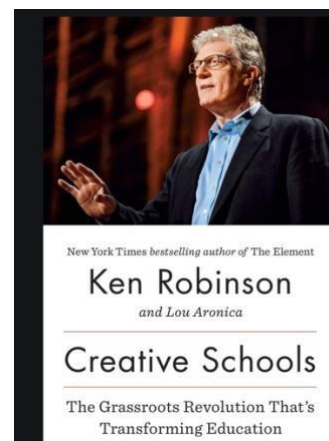
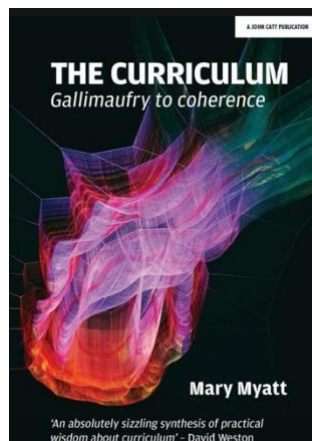
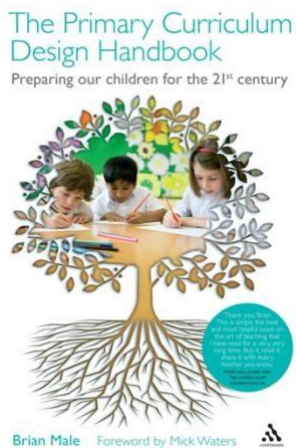


Curriculum Intent

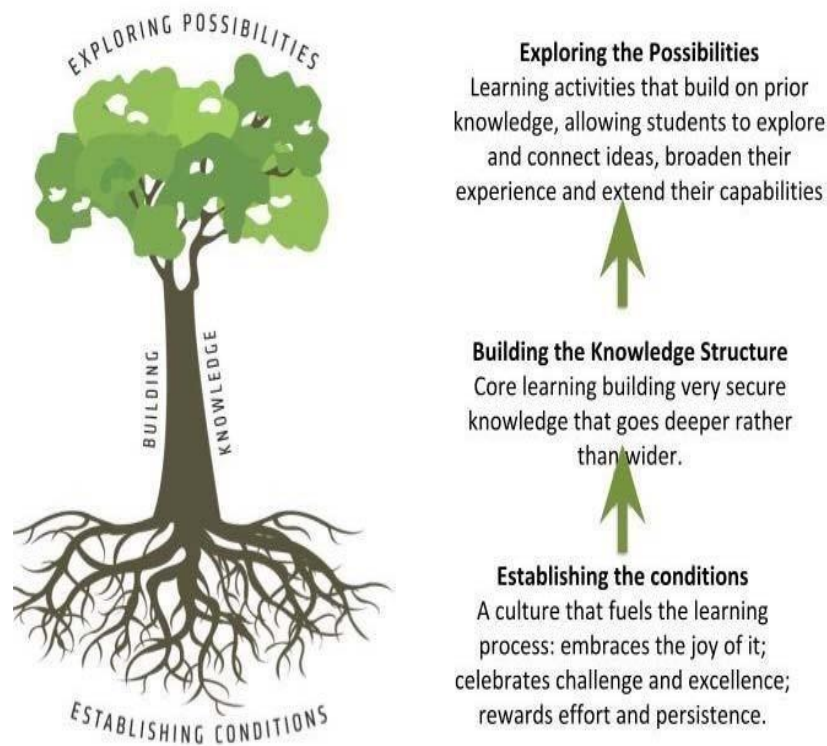
Intent

The curriculum at Highters Heath is based on research (see books below), examining curriculum content at other schools and consultation with staff, parents, governors and pupils. We are a reflective school and continually strive to improve our teaching and learning. Regular consultation will play an important role in the future further evolution of our curriculum.



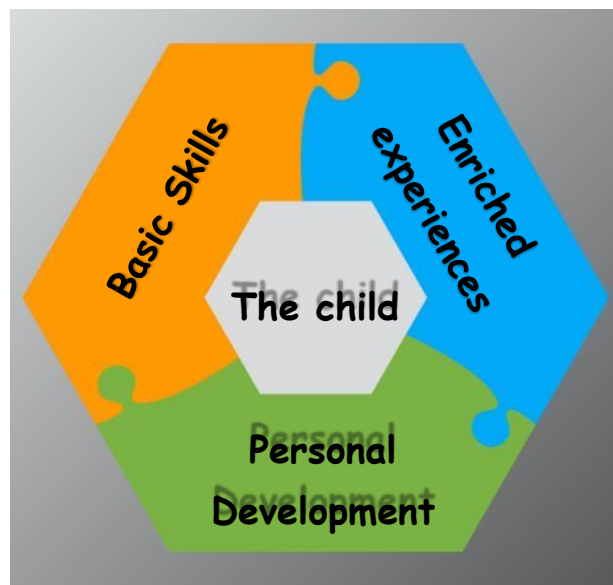
Our curriculum aims to produce aspirational, confident, well-rounded individuals who are effective communicators and who show tolerance, acceptance and respect for other's beliefs and values. It instils the requisite knowledge, skills and cultural capital, in our pupils, so they can question and engage with the world; to express their personal opinions and to achieve their potential in the next stage of their education. Our curriculum is designed to be inclusive, promote diversity and accessible by all of our pupils.

While the curriculum at Highters Heath adheres to the principles and aims of the National Curriculum, the content of it is broader than this which enables us to more closely meet the needs of our pupils, within this community.



Our Cornerstones

Through consultation with stake holders, our three curriculum cornerstones were identified. These were personal development, basic skills and enriched experiences for our children.



Implementation Personal Development

The personal development of our pupils is crucial to our vision at Highters Heath. It is key to developing our pupils' awareness of themselves and others and it helps them in terms of understanding and forming effective relationships both within and outside of school.

Our personal development curriculum is reflected in our school ethos, behaviour practices, our pastoral care and other wider experiences. Our PSHE program is delivered to our pupils through weekly lessons, visits, outside visitors and through assemblies. Our bespoke personal development curriculum aims to help children deal with real life issues which they face as they grow up and are central to their wellbeing: nutrition, physical activity; drugs, alcohol and tobacco; sex and relationships; emotional wellbeing and safety.

Our curriculum also allows pupils to build character and to discuss matters of personal concern, manage their feelings, build appropriate relationships and develop social skills with adults and peers and have a sense of belonging whilst also making their own positive contribution to a community. Our pupils learn skills of self-awareness, collaboration, reasoning, discussion, critical thinking and decision making; they actively use these to help themselves and others. Pupils learn to stay healthy and safe, take responsibility for their own actions and respect British Values.

Within our personal development curriculum at Highters Heath, one of the vehicles that we use to explore and teach equality is the No Outsiders scheme. These lessons are blocked in each year group and cover the protected characteristics within the Equalities Act 2010. Each week there is a No Outsiders assembly which allows the exploration of on an equalities story in the news.

English

The overarching aim for English in the National Curriculum is to promote high standards of oracy and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Phonics

Phonics is taught in EYFS and KS1 through the highly successful Read Write Inc. Phonics programme to teach our pupils to read, write and spell. Our pupils do well in the phonics screening check and by Year 2, the majority are fluent readers with the best chance of success in the KS1 tests. KS1 pupils have additional whole-class reading sessions to develop their vocabulary and comprehension skills.

Reading KS2

Highters Heath's pupils are taught through whole class reading lessons each day. Our reading sequence aims to address the common barriers to success by increasing their vocabulary; teaching the skill of analysing a text in detail; and teaching the background knowledge needed to engage with the text. Non-fiction texts are used to provide the background knowledge each week and pupils also have opportunities to study poetry and to compare texts with similar themes, characters and settings. Reading for pleasure is promoted through our library. We also have regular class story times and reading for pleasure sessions (both in KS1 and KS2) which encourage a love of reading.

Writing

Our pupils follow the Talk for Writing approach to teaching writing. Each unit is carefully planned; identifying specific skills, which will be taught during the unit and applied to the pupil's independent writing. We use high quality, engaging texts, which link to their termly topic.

Talk for Writing is a three-stage process which ensures pupils have a clear understanding of what a good example of that text type looks like and have familiarised themselves with the language and structures of the text before writing their own versions of the text independently. There are daily opportunities for pupils to respond to feedback and to edit and improve their writing.

Oracy

Oracy is something which is entwined throughout the curriculum. Opportunities for developing these skills are actively planned in all areas of the curriculum and pupils are actively encouraged to speak in full, accurate sentences, using a range of sentence starters. Teachers actively correct mistakes made. Pupils use hand signals in class to show their agreement or disagreement with answers to questions made by their peers along with a signal to build upon an answer.

Maths

At Highters Heath we ensure that all pupils achieve their full mathematical potential through the teaching of deep and sustainable learning. Pupils will manipulate and use apparatus and equipment to explore problems; delving into a process of mathematical thinking. Through representations and pictorials, pupils progress and demonstrate their own learning - enabling them to access more abstract concepts - whilst continually building and making links to prior learning. Therefore, it is of utmost importance that every child's individual needs are met in each lesson and that any gaps in learning are catered for.

Mathematics at Highters Heath both encourages and empowers pupils to construct a mathematical knowledge base, formed upon fluency, reasoning and problem-solving skills, which will prepare them for their lives far beyond that of primary school.

We equip pupils with the awareness and mindset to believe and realise their hopes, dreams and wishes. If they put their minds to it, there is nothing they cannot accomplish.

Science

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it engages learners of all ages.

We encourage children to be inquisitive throughout their time at the school and beyond. The science curriculum fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes.

Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group, as well as the application of scientific skills.

We ensure that the working scientifically skills are built-on and developed throughout children's time at the school so that they can apply their knowledge of science when using equipment, conducting experiments, building arguments and explaining concepts confidently and continue to ask questions

and be curious about their surroundings. Our science lessons also involve the pupils finding out about famous scientists and their legacies.

RE

At Highters Heath, we believe that religious education provides pupils with key life skills and the ability to develop a greater understanding, respect for and tolerance of themselves and others. It is our role, through our religious education curriculum, to enrich pupils' own spirituality and to develop the skills and knowledge that will enable pupils to flourish in the world at large with all people and communities. This includes developing pupils' knowledge of significant people, key festivals, practices, artefacts and places of worship.

All of our pupils from Years 1 to 6 visit a place of worship each year which reflects one of their RE topics. These visits help to create a deeper understanding and respect of the religions being studied.

Through the R.E curriculum, we strive to help pupils to understand and appreciate all the key religions and the rich variety they bring to our city, country and world. We do this by following our own R.E Scheme.

Topic (art, DT, geography and history)

Our high-quality topic curriculum has been developed and evolved over several years through engagement with a range of stakeholders, including pupils on a regular basis. All topic themes are either history or geography led. Our pupils also have an art or design technology lesson each week (one subject blocked per half term) delivered by a specialist teacher as part of our PPA provision. The learning produced in these lessons links with the topics studied and broadens the development of their knowledge within these.

Skills and knowledge for all subjects have been planned to be developmental, across the year groups. English (writing and reading sessions), maths and science lessons are used as important mediums for developing topic knowledge as they link, wherever possible, with the topics. This allows pupils to be immersed within topics and to explore them in greater depth.

All topics are designed to be motivational, inclusive, engaging and to broaden the often-limited experiences of our pupils. This occurs throughout the topics: from the wow starter, which each topic begins with; the first-hand experiences and enrichment that high-quality trips and visitors provide; through creative lesson planning and delivery; to the end product for each topic.

PE

At Highters Heath, we follow the 'Get set 4 PE' curriculum for our physical education clubs.

We recognise the role that physical education and sport must play in promoting a healthy lifestyle. As a school we intend to provide a high-quality physical education program, which inspires our pupils to succeed and excel. Our vision is for Highters Heath pupils to be happier, healthier and more successful through physical education and the physical curriculum. We aim to make PE and sport an integral part of the curriculum, using it as a vehicle to help pupils develop physical skills, exercise, build friendships, have fun, learn about teamwork, fair play and improve self-esteem.

We provide take part in a variety of competitions against other local schools. Opportunities to compete in sport (both intra and inter school) help to build character and help to embed values such as fairness and respect. We hope that this provision will foster an environment where pupils will develop appropriate levels of confidence, competitiveness, a sense of fair play and resilience, whilst embedding crucial values, creating a well-rounded individual.

Our provision for PE is also enhanced through a variety of after school clubs.

Computing

At Highters Heath, we follow the 'Kapow' scheme of work for computing.

Our computing curriculum is split into four areas: computer science, information technology, digital literacy and e-safety.

The computer science aspect of the curriculum teaches computational thinking. This area of the curriculum will involve coding and data representation. Computational thinking should not exclusively be taught using a computer; many topics are primarily introduced using unplugged activities.

Information technology involves using a variety of software and a range of devices, including the internet, to accomplish goals and manipulate digital content. Our pupils are lucky to have access to a range of technological resources, including iPads. This allows teachers to incorporate IT into all lessons.

Teaching digital literacy ensures that all pupils can use technology safely and respectfully. In this strand, pupils learn about how computing relates to their wider world and how to evaluate software and technologies critically.

E-safety is taught at Highters Heath through the computing curriculum, the personal development curriculum and through assemblies. This helps to ensure that our pupils make the right choices online and that they know what to do if they encounter an issue online.

Teaching a well-rounded computing curriculum, we will help to prepare pupils for their futures outside of school and help them to use computers and other digital devices safely and creatively for leisure, education and for professional purposes.

Music

For our music curriculum we follow the 'Charanga' scheme (apart from in EYFs who follow the Bring the Noise Scheme). We also supplement this with lessons led by Services for Education music service who teach recorders in Years 1 and 2 and guitars in Year 4.

The music curriculum ensures students sing, listen, play, perform, review and evaluate and understand and explore how music is created. This is embedded in the classroom activities and the learning of instruments. The elements of music are taught in the classroom lessons so that pupils are able to use

some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

SMSC and British Values

SMSC (along with British Values) is threaded throughout the curriculum and forms the main focus in some of our topics. This is also taught and explored within our assemblies (including those led by outside speakers) and through other activities that are carried out in school, such as our school wide election for head boy and girl.

Impact:

The impact of our curriculum is evidenced in the written work pupils produce; their attainment yearly in school, and key-stage national, assessments; through their spoken and creative work; their engagement in the school and wider community and through discussing their learning with others. We also use staff, pupil and parent voice to evaluate this.