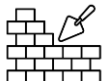


# Hardwick Green Primary Academy

## Curriculum Principles



As a staff, we agreed on seven core values that underpin everything we do in school. These are values we seek to develop in our children. We also agreed on a further nine key principles for our curriculum that inform our pedagogical approach and the types of activities set as part of the **implementation** of the curriculum. These are detailed below:

| Our core values – RESPECT:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Strong foundations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Excellence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Novices and Experts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>All teaching and experiences at Hardwick Green will support children to develop the values of:</p> <ul style="list-style-type: none"> <li>Resilience</li> <li>Empathy</li> <li>Self-awareness</li> <li>Positivity</li> <li>Excellence</li> <li>Communicant</li> <li>Teamwork</li> </ul> <p>In addition, our Commando Joe's character curriculum explicitly teaches these values.</p> <p>The following 'drivers' are key features of the Hardwick Green curriculum...</p>                                              |  <p>Our curriculum prioritises strong foundations in:</p> <p><b>Word reading</b><br/><b>Spelling</b><br/><b>Handwriting</b><br/><b>Early mathematics</b></p> <p>to ensure each child masters the basics they need to make secure progress in further learning.</p> <p>This is achieved through adults' <b>high-quality interactions</b> with pupils and through structured, high-quality and systematic curricula:</p> <p><b>Read Write Inc</b><br/><b>Kinetic Letters</b><br/><b>Number Sense Maths</b></p> <p>All staff are given full training in these programmes so they are <b>experts</b> in teaching them effectively to all pupils. All pupils are expected to <b>'keep up'</b> with the programmes – <b>'catch up'</b> is offered where needed, including at KS2.</p> |  <p>The curriculum is <b>knowledge-rich</b>. Regular retrieval practice is used to meet our aim of children <b>knowing more</b> and <b>remembering more</b>.</p> <p>Careful attention is paid to the different <b>types of knowledge</b> necessary for each subject. These are carefully mapped out in progressions which start in EYFS and go across school to the end of Year 6.</p> <p>Knowledge is prioritised so that children can develop a <b>deep understanding</b> of each concept.</p> <p>All children will be expected to learn <b>powerful knowledge</b> that helps them make sense of the world.</p> <p>Staff are <b>well read</b> and subject <b>experts</b> are used to develop teaching.</p> |  <p>Teachers have <b>high expectations</b> and children will be set work that is <b>aspirational</b>.</p> <p>Children take <b>pride</b> in all of their completed work.</p> <p>Children will work towards a purposeful <b>final outcome</b>, as the culmination of their learning which will be explained at the start of the topic.</p> <p><b>Re-drafting, editing and improving</b> is encouraged to develop excellence.</p> <p>The school is <b>clean, neat and tidy</b> and has <b>state of the art resources</b> to support excellent teaching and learning.</p> |  <p>We know that novices and experts think differently, and that <b>most children are novices at most points</b> in their journey at primary school.</p> <p>This means that, in our curriculum, we don't expect children to 'be historians' or 'be scientists' in the same way that adults would, because we know that these experts behave differently.</p> <p>Instead, we have a curriculum that allows our novice learners to deepen their learning and move towards becoming experts over time.</p> |
| Progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Oracy, discussion and debate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Independence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Enrichment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|  <p>The <b>curriculum is the progression model</b>.</p> <p>The sequence of learning is carefully considered so that knowledge is built on year-on-year, including carefully linking each subject from the Early Years Foundation Stage.</p> <p><b>Domain specific knowledge</b> and skills are taught and practiced discretely – there are no compromised made by trying to 'force' curriculum links where they are not naturally there.</p> <p>End of unit outcomes demonstrate the learning that has taken place.</p> |  <p>Oracy is the ability to <b>articulate ideas, develop understanding and engage with others</b> through spoken language.</p> <p>In school, oracy is a powerful tool for learning; by teaching students to become <b>more effective speakers and listeners</b> we empower them to <b>better understand themselves, each other and the world around them</b>. Discussion and debate across the curriculum is used a powerful vehicle for developing children's <b>oracy</b></p> <p>We work with the <b>Voice 21 oracy framework</b> to implement a planned, structured curriculum to develop children's oracy across all of their work</p>                                                                                                                                    |  <p><b>Reading</b>, especially early reading, is the priority.</p> <p>In most lessons, children are expected to <b>read about the subject matter</b>.</p> <p><b>Stories</b> are used to enhance learning and make it more memorable.</p> <p>The books that children read will often be <b>linked</b> to the topics studied.</p> <p>We aim to develop children's <b>vocabulary</b> through wider reading and explicit teaching.</p>                                                                                                                                                                                                                                                                         |  <p>Children are expected to <b>work hard and frequently work independently</b>.</p> <p>Children take <b>responsibility</b> for their classroom, their belongings and their resources.</p> <p>Children are encouraged to take and manage their own <b>risks</b>.</p> <p>Children collaborate with their peers but there is always <b>individual accountability</b>.</p>                                                                                                                                                                                             |  <p>We will seek to develop children's <b>cultural capital</b> across our curriculum.</p> <p>There is awe and wonder in the classroom, but it is the <b>substance of the subject</b> that is awesome and wondrous.</p> <p><b>Schools trips and visitors</b> are prioritised through a structured programme, culminating in an overseas residential</p> <p>We will provide a wide range of <b>extra-curricular</b> clubs and opportunities.</p>                                                        |