



## Humberston Cloverfields Curriculum

Cloverfields is a school where we are always “Busy Being our Best.”

Humberston Cloverfields Academy is a member of the Enquire Learning Trust. It is situated on a shared tree lined, green campus which is also occupied by a High School and a Special Education School in Humberston, Grimsby, N.E. Lincs.

The school is predominantly white British with an increasing SEN population especially pupils who are autistic. The area has a high level of deprivation and although the school is situated in a “leafy suburb” of Grimsby we have a mix of social backgrounds and parental expectations.

The area is coastal with higher level of unemployment and long term sick statistics than the rest of Great Britain. There is a significant lower percentage of professional workers and only 22.8% of adults with an NVQ4+ compared to 39.3% nationally. Our curriculum is the driver that ensures parent involvement, pupil



Computing using lego

engagement and ambition, progress and achievement.

### Intent

At Humberston Cloverfields, we have designed, using Cornerstones Maestro, an engaging and ambitious curriculum that develops the whole child through cultivating their curious minds to ensure they have a love of learning. This begins in the Nursery and continues through to Year 6. The focus on cultural capital throughout our broad curriculum raises aspirations for life- long learning within our hometown and beyond.

Regardless of need our curriculum gives all pupils the opportunity to learn within a coherent and progressive framework and explore a rich and deep subject knowledge that encompasses and goes

beyond the National Curriculum. Every pupil understands the purpose and value of their learning and can see its relevance to their past, present and future.

The curriculum has an emphasis on becoming a great communicator through speaking, listening, reading and writing.

This is extended into presenting and performing across a variety of subject disciplines.

All pupils have a rich Mathematics curriculum which aims to create numerate and competent mathematicians.

Pupils develop new skills through a variety of interesting contexts. The contexts are challenging, leading to creative thinkers and problem-solvers who demonstrate resilience, collaboration and independence.

Through our exciting curriculum we ensure that our pupils are socially responsible and confident British citizens with a high degree of empathy. There are opportunities to take part in democratic activities and be active citizens building respect for themselves and others. All pupils have the opportunity to make a positive contribution to the school and to grow in their understanding and appreciation of their place within the local community. Through the schools International connection we broaden our pupils' knowledge and understanding of citizenship in another country.

Our learners develop great pride in creating "beautiful", unique outcomes. Pupils are encouraged to ask questions and the curriculum is adjusted accordingly; going beyond and deeper

than the expectations of the national curriculum.

We bring the world to our pupils through curriculum enhancement; educational visits/visitors and workshops.

A unique features of our school is an Immersive classroom which enhances our capacity to deliver the curriculum through 360 degree video.

### **Curriculum Construction**

Our whole school teaching philosophy is based strongly on the work of Ron Berger. One of the main principles of Ron Berger's approach is that pupils are supported and challenged to create something that is new and "beautiful" in the world that didn't exist before. The most recent Ofsted commentary on our curriculum-Jan 2017

"You and your team are rigorous in your approach to delivering teaching in the basic skills, but you balance this effectively with a vibrant and practical curriculum which provides memorable learning for pupils. Strong teacher subject knowledge and an ambition for preparing pupils well for future careers results in pupils gaining wide curriculum experiences which they speak animatedly about. "

Whilst our curriculum was fully delivering on our intentions we became very aware how heavy curriculum development was becoming for teachers. Planning and resourcing the curriculum was a time consuming activity that the staff were

very willing to do but Leadership were concerned for work-life balance.

We actively sought an alternative that would deliver high quality resources and follow the same successful philosophy. After an extensive search we decided upon the Cornerstones Curriculum which was built upon the same teaching and learning principles; especially the idea of combining different types of lesson into a learning sequence- a workshop model, protocol based lessons and discovery-based lessons.

Cornerstones enables us to deliver a coherent and meaningful approach across a wide range of subjects that delivers on our curriculum intent. It provides a wide range of support materials for staff preventing unnecessary work load whilst freeing up time to allow us to innovate to ensure a good fit for our pupils. Projects are selected to ensure full coverage of the National curriculum and staff make discerning choices to ensure depth and quality is maintained. Cornerstones allows us to make strong connections between subjects within the Innovative Learning Projects but staff make additional connections and take account of the questions/ direction that pupils want to take their learning. (Which can be additional to NC requirements) There are also subjects and aspects of our curriculum that sit outside of the project model.

“Four Corner Stones” describe the outline structure of the learning sequence. Firstly, the Engagement Phase provides suggestions which “hook” pupils into the

learning through memorable experiences. They then move into a Development phase where they develop knowledge, understanding and skills using a detailed knowledge organiser as a springboard to the deeper work that is learnt throughout the project. Pupils then move onto an Innovate stage where imaginative scenarios enable them to creative and critical thinkers. At this point a wide variety of outcomes are achieved that can be individually or collaboratively created.

Life-long skills are built into the approach which is challenging and focused on quality outcomes within a tight timeframe. The final element to this curriculum is “express” where pupils have the opportunity to reflect on their learning and their next steps. They proudly share their outcomes with other pupils and with their families enabling the pupils to further develop purposeful communication through public speaking.

In addition to the core Cornerstones package we have purchase and use the Science units, RE and a wide variety of assembly topics.

We have a full programme of PSHE and the promotion of pupils’ spiritual, moral, social and cultural understanding runs through the whole curriculum. Children are taught French from Y3 onwards to enable them to look outwards towards being global citizens.

We use iCompute as a scaffold to teach computing across the curriculum and purposeful digital learning. We also value highly the training we have had through the Trust with the Centre for Literacy in

Primary Education (CLPE). Working with CLPE further fostered the belief that powerful literature should have a central place in our curriculum.

Our highly successful PE/Sports curriculum results in high achievement in numerous sporting events locally. There is a strong focus on physiology and healthy diet with the PE curriculum.

Music has a high importance in our curriculum through deploying staff with expertise to teach this aspect along with opportunities for whole school singing, peripatetic music opportunities and termly productions.

Each year a block within the school long term plan is allocated for connecting more deeply with our locality e.g. Local history-fishing industry; Science/ DT project-Windfarms ; Art Project- Creating a Gallery. These are samples of the additional curriculum projects that ensure pupils not only learn about the area in which they live but recognises the cultural deficit in the area that can be mitigated through the discerning curriculum choices. These units of work are created collaboratively by the staff.

## **Implementation**

How staff approach the teaching of subjects within the Innovative Learning Projects and those that are taught outside the Cornerstones structure are detailed in the “ How to teach.....” documents. However some key pedagogies that are universal. See separate documents.