



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

### **We are Ready, Respectful and Safe**

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

### **Intent**

We have designed, an engaging and ambitious curriculum that will foster a life-long love of learning. Our school drivers; being ready, respectful and safe, are at the heart of our holistic curriculum that ensures all pupils are well-educated, successful citizens who can contribute well within the local community and beyond. Parental relationships are key and we work hard to establish secure partnerships with carers to ensure every child meets their potential in all areas of their physical, mental, intellectual, emotional, personal and cultural development. This begins in the Nursery and continues throughout the entire school.

We are a fully inclusive school and our curriculum gives all pupils the opportunity to learn within a coherent and progressive framework and explore a rich and deep subject specific 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. Personal development and cultural capital is woven throughout our broad and balanced curriculum in order that pupils can develop their whole self.

### **Implementation**

(Further detail in individual subject documents)

The curriculum has an emphasis on becoming a great communicator through speaking, listening, reading, writing and performing. We have used the excellent training we have had through the Trust with the Centre for Literacy in Primary Education (CLPE) to place quality literature at the heart of our curriculum.

All pupils have a rich Mathematics curriculum which aims to create numerate and competent mathematicians. Teaching is through a combination of Big Maths and White Rose packages. Pupils are keen to learn their multiplication tables using Times Tables Rock Stars which challenges everyone to improve their competency and speed.

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, workshops, theme days, work within the community and charity events.

A unique features of our school is an Immersive classroom which enhances our capacity to deliver the curriculum by bringing the world into our school.

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. Pupils apply the "Austin's butterfly" approach to all of their tasks. We are "Busy being our best" We combine this with a deep knowledge and understanding of the all National Curriculum subjects. The most recent Ofsted commentary on our curriculum in January 2017 noted...

"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. "

### **Long-term plan**

The structure of our long-term plan enables us to deliver a coherent and meaningful approach across a wide range of subjects that delivers on our curriculum intent.

Subjects are taught separately but are linked e.g. Year 1 Geography topic Routes and Journeys teaches pupils how to use a map to travel to places locally. This takes us to the local church where our history work examines the church memorial and why it is there, and we create a 3 D model of the church in Design Technology based on photographs and ground plans thus linking back to geography. This provides tight connections between different cognitive processes for children. Where individual subject topics do not link in they are taught separately.

We teach pupils specifically about the unique nature of different subjects but also describe how they can be linked to other subjects so that the learning is enhanced. In order to achieve this, the first time a subject is taught in the year, pupils have a session on what it means to be an expert in the subject. They are then set for success by knowing the specific skills they need that subject, which can then be consolidated over the unit of learning. Staff continually refer to subject specific skills, knowledge and pedagogy throughout the year and make meaningful links continuously. The display of "beautiful work" is zoned throughout the school with "I am a ..." added to deepen pupils understanding by showcasing subject outcomes.

Through our exciting curriculum and “Discovery RE” and “Jigsaw PSHE” programmes, which are linked closely to our behaviour policy, we ensure that our pupils are socially responsible and confident British citizens with a high degree of empathy and tolerance. 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 and beyond. Through the schools International connection to Zimbabwe, we broaden our pupils’ knowledge and understanding of the culture and citizenship in another country.

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

How we teach the content is very much dependent on the knowledge, skills and concepts to be delivered. There is often an engagement activity which “hooks” pupils into the learning through memorable experiences. This can be just a short activity, it may be visitors in school or trip to a specific place. Our Immersive classroom is used substantially to provide a starting point for learning. Pupils then develop knowledge, understanding and

skills using a detailed mind map as a springboard to the deeper work. They will then respond in numerous ways to show they understand and can apply their knowledge and understanding. At this point a wide variety of outcomes are achieved that can be individually or collaboratively created.

The final element to this curriculum is that 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 them to further develop purposeful communication through public speaking. Pupils have the opportunity to work individually, in pairs and small collaborative groups

## **Assessment**

Assessment is ongoing with a wide range of POP (Proof of progress) tasks such as Enquiry questions that are assessed against subject specific Progression maps. Staff also assess English and Maths at objective level and these are returned termly to our Trust. These then form the basis of Trust professional development decisions. Next steps and interventions are based on the results of formative and summative assessments and revisions to the finite detail of the curriculum to ensure our pupils learnt the very best.

**Reviewed September 2021**

**To be reviewed September 2022**