



SHH Federation Curriculum Policy

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1 Vision for the SHH Federation Curriculum

The new Federation Subject Leadership Team who lead on teaching and learning across Stewart Headlam and Hague Schools are working in close partnership to establish a single curriculum design across 2 schools by evaluating, identifying the best of each school's existing curriculum provision or implementing new units of learning to improve on the previous provision. Where possible it is a blend with some stand alone units in each school to establish the SHH Federation Curriculum starting in 2021-2022.

- It will be a curriculum in transition over 3 years due to the complex needs of Stewart Headlam transitioning from 2FE to 1FE over 3 years including a year of mixed age groups in upper KS2.
- Each school had previously ordered some themes and content in different year groups.
- The curriculum plan is exciting and ambitious to secure effective learning partnerships for peer year groups and staff.
- It increases the opportunities for two small schools to work collaboratively and creatively with peer groups on curriculum design using shared resources and expert teacher subject knowledge.

Curriculum leaders of learning are focused on the principle of designing a curriculum that helps children to acquire the knowledge and skills that they need and then gives them the opportunities to practice and apply them over time in order to master them.

- Teachers **establishing declarative knowledge includes planning regular retrieval and application opportunities** which helps children to store and recall it from memory.
- For skills it includes **routinely practicing and refining the skill**.

1.1 The Curriculum Intent

The mission is to deliver a curriculum which is rich in cultural capital to develop deeper understanding of subject knowledge which is stimulating, progressive and engaging so that all children enjoy learning and achieve great things for themselves and others.

SHH Schools' Federation is dedicated to providing the best education provision for our children based on the breadth of the EYFS Curriculum and Primary National Curriculum. We believe that a 21st Century Curriculum which is broad and balanced and takes into account children's interests and views is fundamental to our curriculum provision.

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1.2 Our curriculum is based on a key curriculum driver and a set of agreed principles

- **Our key driver for the curriculum is Oracy.** We use this to establish childrens' good speaking and listening skills, by **increasing the range of their vocabulary** and language expressions across the curriculum. It means they can more actively contribute to the wider learning by articulating their thoughts, feelings and knowledge or ask curious and thoughtful questions. The ability to communicate well, use oral or written presentation skills becomes increasingly essential for study, socialising and success in future life
- **The curriculum is designed to meet the needs of all children at SHH Federation**, the vast majority of whom have English as an additional language. This means that the development of subject vocabulary and oral skills to express thoughts and ideas verbally and in writing is a priority.
- Through raising standards in oracy, our children will have better access to the curriculum and be more able to engage in depth with the learning of new skills, knowledge and understanding that is required.
- The Curriculum reinforces each school's **values, the UN Articles and Rights of the Child and British values. Through exploring a range of topic focused questions** children develop a sense of social moral purpose, fairness, tolerance and respect for themselves and others.
- Children are taught to remember and develop subject recall skills through schema and use of Knowledge Organisers. Their learning in KS1 and KS2 builds progressively on the foundation of their Early Years' Curriculum. Being able to quickly recall information and build on it makes it easier to make sense of their learning and develop connections between subjects.
- The planned and incidental curriculum needs to initiate and sustain curiosity so that pupils want to **ask perceptive questions, think critically, compare and sift evidence and arguments so they develop a deeper understanding of key concepts.**
- **All pupils are supported to access the curriculum**, they have opportunities to **grapple with appropriate levels of challenge** and have access to support for success and progress.
- **Narrowing the curriculum limits children's interests** and capacity to understand the wider world. The Federation curriculum map stays broad, balanced and enriched for all pupils. It is planned and sequenced to ensure pupils are well prepared for primary assessments and future learning. It inspires career options and personal interests.
- Teachers, pupils and parents have **ambitious but realistic targets** for all children to secure age related expectations. The curriculum has planned opportunities for further investigation and working at greater depth.
- **Reading fluency** and comprehension is key to accessing the wider curriculum in depth. *Support will be directed at those who need additional strategies, time and support to become successful readers.*
- **Planned learning processes and outcomes give children opportunities to make a positive contribution to school life and the wider community.**

1.3 The schools' 'Learning Culture' and Growth Mindset

Each school has developed its learning culture so that pupils develop positive attitudes and skill set over time so that by the time they leave they are

- confident, independent lifelong learners who are
- curious about the world
- analytical and critical thinkers
- problem solvers
- active members of society who contribute to school life and the wider world
- ready to take on challenges of the day
- and secondary ready,

It is important for staff to model positive attitudes to learning, with a 'can-do' growth mindset, learning from mistakes, trial and error, coaching and feedback. (T&L policy)

Children should see and hear models of how to make knowledge and skills connections within and across subjects which they can use and apply collaboratively and independently over time. (T&L policy)

Intelligent repetition should be provided so pupils can recall facts quickly to apply core knowledge, this takes practice

AS HMIC 2018: Knowledge-engaged approach supports identification of gaps in children's learning. T&L. The planned curriculum includes opportunities for recall and recap.

2. Curriculum Design

2.1 The **foundation curriculum** in each school has been designed and shaped so that it is **exciting** and **relevant to the needs of our pupils**. It builds on prior learning, preparing pupils for the next stage and future life as global citizens in modern Britain.

- It is organised in half termly history or geography **topics which revisit subject knowledge, skills** and themes. They have been carefully chosen to meet the needs of EYFS framework and National Curriculum as well as providing exciting creative and engaging learning that makes links to their local environment, community and the significance of living in London.
- We aim to utilise the opportunities for off site learning as well as inviting specialists into school to bring the learning to life. This supports our strategy to broaden and build on children's cultural capital.
- The learning builds upon this by giving children the opportunities to learn about the wider world, starting with the UK and our neighbours in Europe, to Brazil, China, Bangladesh and other places globally.
- Other subjects are linked to these themes through cross curricular links with stories and texts in English matching the theme of each half term where possible. Art projects are inspired by the learning in History or Geography. Where subjects have content that does not link, then stand-alone units of learning are taught to ensure a broad and balanced curriculum.
- Science, creative arts, RE or Design & Technology and Computing subject curriculum links are made where appropriate but each term some subjects eg Spanish and music may be taught as standalone units so that appropriate age related learning and skills can be developed.
- Each school has proud traditions which the schools celebrate and learn from. Stewart Headlam chooses a whole school topic which is taught across the school. Exciting topics such as pirates dinosaurs, the Olympics, Climate Change and most recently, Japan. It encourages cross year group learning, families learning together at home, and outcomes that show progression of learning and thinking throughout the school. Hague tried the model for the focus on Japan and saw the benefit of whole school and family focus, progression and learning. It has now been adopted as a federation curriculum model for 1 half term each year.
- Over the course of each year children get a balance of subjects. Hague has exciting topic immersion days for some of the topics based on identifying what children already know and what they would like to

learn more about it supports pupils voice about what they would like to know more about or styles of learning. It also supports the class teacher's opportunity to refine the midterm planning. In future these can be jointly planned as the curriculum map evolves for parallel topics and half terms.

- We have a **range of themed weeks** and days which are a focus for the whole school. These special themes reflect the context of our school and local community, they include Eid, Black History Week, Anti-Bullying Week, Charity focus are agreed each year for Comic or Sport Relief and Children in Need. Our E1 Pupil Parliament, working in partnership with 6 other primary schools commits to a number of school priorities which include Sustainability – anti single use plastics, promoting recycling. Environment – Anti pollution working towards clean air initiatives and Outright promoting understanding of children's rights as a Gold Rights Respecting School.
- The topics and themes reflect a **knowledge and skills** approach. Children need secure knowledge of the national curriculum as selected by SHH Federation curriculum leaders with the skills and confidence to be critical thinkers able to debate key issues.

Throughout the week, children also have sessions in

- Art
- PE
- PHSE
- RE
- DT (day or week project)
- Computing
- Science
- Modern Foreign Language in KS2 French at Stewart Headlam and Spanish at Hague.

2.2 The National Curriculum

We shape the national curriculum to best serve the children in our context. Curriculum Leaders of Learning monitor and evaluate the quality of curriculum design and its impact on pupil achievement including coverage through book scrutiny, looking at learning and talking to pupils and teachers.

2.3 The schools context

The curriculum is designed to meet the needs of Stewart Headlam and Hague children;

- High deprivation and low levels of social mobility
- High EAL, SEND and FSM including Deaf Provision at Hague.
- Most children enter Early Years significantly below age related expectations.
- Highly urbanized locality with high levels of overcrowding.
- High proportion of pupils of Bangladeshi heritage with low proportion of diversity across the school.
- Tower Hamlets has high levels of obesity and tooth decay in comparison to the rest of the country.
- Local safeguarding issues eg. Domestic violence, drugs, gangs, children missing education for extended leave.

The DSG, Pupil Premium and SEND funding is targeted so that all children have access to high quality enrichment opportunities. We know our children need first hand, experiential learning opportunities and models of standard English.

2.4 Our Federation Provision therefore includes:

- An AHT for Inclusion working across the 2 schools supported by 2 Qualified teachers of the Deaf at Hague and Teaching and Learning Support Assistants to support those with EHCPs and high needs. High levels of Education Psychologist involvement with Speech and Language Therapists.
- Early Intervention Support: A learning Mentor working across both schools to promote active play, access to sport, after school clubs, enrichment opportunities and healthy life choices to address fitness and obesity issues. . He supports access to LA Early Help for the social and emotional needs of our pupils as many have vulnerable home lives. The Learning mentor works in partnership with a sports coach to target fitness and health related issues and the Home School Liaison Officer at Stewart Headlam to coordinate pastoral support for families through Felix Food charity.
- A rich curriculum including day and residential trips to Gorsefield and Suffolk, Food Discovery Project, Shakespeare Schools Festival, Science Week as well as other, themed weeks and days such as Big Me for careers and World Book Day or Unicef Day for Change. There is enrichment off site learning and wider world experiences linked by our sports charity partners Chance to Shine Cricket, Capital Kids Cricket and Country Trust.
- Locality specific learning such as: The Blitz, Bethnal Green Tube Disaster and Blackout theme. Comparing River Thames and Bangladesh and the Great Fire of London visiting St Pauls Cathedral, Monument, Tower of London and Tower Bridge.
- Specialist teaching in PE for whole school plus dance for EYFS. Links with Swanlea, our local Secondary School specialists, support opportunities for Art. DT and Music.
- Out-of-hours provision includes: breakfast club, sports and creative clubs which are varied by the East 1 Schools Partnership they range across opportunities for debating, latin, and twice weekly Family Active Together Club.
- High calibre volunteering programmes and business partnerships with organisations are established at both schools including: Beasley Insurance Brokers for lunchtime reading partners; Hyperion sponsors Year 4 Residential. The local secondary schools Swanlea and Mulberry Shoreditch Academy provide student volunteers for work experience and Anglo-European Academy,, Essex,, provides Y12/13 students with work experience from France and Spain each year initially at Hague but post Covid should return to both schools.

2.5 Progression within subjects

- The curriculum for each subject area has been carefully thought through by curriculum leaders. Each subject has its own vision for curriculum intent, implementation with a progression of knowledge and skills. These are used by teachers when planning, assessing and tracking coverage.

2.6 Planning curriculum delivery

Planning happens in 3 stages

1. **Long term planning:** includes progression of knowledge and skills for each subject across the curriculum map. This is planned by curriculum leaders of learning. Plans take account of the learning process below
2. **Medium term planning:** is completed each term by teachers with support from phase leaders and leaders of learning.
3. **Class teachers devise weekly plans** during PPA time. Support for planning is available from curriculum leaders

Cornerstone Maestro Curriculum is a model for supporting the development of making the subject knowledge and learning memorable and engaging using intelligent recall and practise.

Engage	Develop	Innovate	Express
Hook learners in with a memorable experience	Teach facts and information for deeper	Provide imaginative scenarios that	Provide environments for reflective talk, debate and

Set the scene and context for learning Ask questions to find out children's interests and prior knowledge Spark curiosity using interesting starting points	understanding and knowledge Demonstrate new skills and allow time for consolidation Provide creative opportunities for making and doing Deliver reading, writing and talking across the curriculum	encourage creative thinking Enable children to apply previously learned skills Encourage enterprise and independent thinking Provide opportunities for collaborative working and problem solving	communication of ideas Create opportunities for shared evaluation. Celebrate and share success through performance and quality outcomes. Identify next steps for learning.
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2.7 The curriculum covers the National Curriculum and following areas of learning:

- PSHE through the Jigsaw Curriculum for each year group
- Relationships and sex education, which we call Relationships and Health Education, RHE, is taught in the Summer Term – See Jigsaw Relationships and Changing Me has been adapted and consulted on with parents supported by Tower Hamlets Healthy Lives team.
- Spiritual, moral, social and cultural development is interwoven into the curriculum through the RE curriculum and assemblies which reflect the schools and British Values. As rights respecting schools the Golden Charter, Golden Rules and Class Charters are embedded in the ethos.
- British values are woven into the curriculum as children explore democracy, the rule of law, individual liberty, mutual respect for ~~and tolerance of~~ those with different faiths and beliefs and for those without faith.

2.8 See our EYFS policy for information on how our early years curriculum is delivered.

2.9 Resourcing the curriculum across the federation

- Subject Leaders have responsibility for deploying resources effectively across the 2 schools.
- monitoring the way in which resources are stored and managed.
- Identifying curriculum resource needs with budget planning to inform SLT of SHH Federation curriculum spending. Priorities.
- Class teachers are responsible for using resources to support the curriculum delivery.

3. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visiting the school
- Meeting subject leaders
- Gathering parent views
- Gathering pupil views

The curriculum leaders of learning monitor the effectiveness of curriculum delivery in a range of ways:

- Learning environment monitoring
- Phase meetings
- Book looks
- Pupil voice
- Work and planning scrutiny
- Local moderation meetings and moderation against PixL for reading, writing and maths.

Termly pupil progress meetings inform progress against combined reading, writing and maths with SLT.

A PiXL Consultant meets SLT and Y6 teachers to review support for learning strategies to ensure all pupils are on track for combined Reading, Writing and Maths at the end of KS1 to secure children being secondary ready.

This policy will be reviewed annually by the Curriculum Committee to ensure the curriculum remains relevant and fully resourced. At every review, the policy will be shared with the full governing board.

4. Inclusive personalised curriculum

Teachers have high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work and interventions for all groups of pupils, including:

- More able and high attaining pupils
- Pupils with low prior attainment
- Disadvantaged Pupils
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can access all National Curriculum subjects, and ensure that there are no barriers to participation and achievement.

Teachers plan for the needs of pupils whose first language is not English. Lessons are planned, with structured support as appropriate. Tower Hamlets Language structures provides progressive guidance for age related expectations which help children to participate across the curriculum.

5. Curriculum impact on pupils' achievement, attitudes and well-being

Leaders and governors measure the impact by looking at a range of information

- National data and end of key stage
- Teacher assessment information
- Attendance data
- Quality of work in books and the environment
- Information from discussions with teachers and pupils

6. Roles and responsibilities

6.1 Governors

All governors check that the school is complying with funding agreements and expectations for a broad and balanced curriculum by:

- Visiting the school
- Meeting subject leaders
- Gathering parent and pupil views

Governors also ensure that:

- Provision is made for pupils with different abilities and needs, including children with special educational needs and or disabilities.
- There is a robust framework for setting curriculum priorities and aspirational targets
- Statutory assessment arrangements are in place,
- It participates actively in decision-making about the breadth and balance of the curriculum

6.2 Headteacher

The headteacher is responsible for the implementation of this policy by:

- Ensuring all statutory elements of the curriculum, ~~and those subjects which the school chooses to offer~~ are being delivered.
- Checking the amount of time provided for teaching the curriculum is appropriate
- Managing requests to withdraw children from curriculum subjects, where appropriate
- Ensuring school's procedures for assessment meet all legal requirements
- Involving governors in decision-making processes that relate to the breadth and balance of the curriculum
- Ensuring governors have information about whole-school targets in order to make informed decisions
- Ensuring provision is in place for pupils with different abilities and needs, including children with special educational needs and or disabilities.

6.3 Other staff

- The **curriculum Leader of Learning** is responsible for implementing and developing this policy
- **Subject curriculum leaders of learning** are responsible for the development and delivery of their individual subject
- Other staff will ensure that the school curriculum is implemented in accordance with this policy.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Inclusion and Accessibility plans
- Equality information and objectives
- Pupil Premium

8. Appendices

8.1 The SHH Federation Curriculum Offer

Intent

for all children to enjoy learning and achieve great things for themselves and others by experiencing the range of cultural capital that London has to offer.

Schools' Aim:

We want children to enjoy learning and to be active, confident and independent learners, to contribute to school life and the wider community, respect each other and support each other to do the best they can.

Values:

As rights respecting schools we believe that all children should have certain rights accorded to them in order to be happy, healthy and safe. These rights are listed in the UN Convention on the rights of the Child. At Hague one of our proud traditions are the Five Star Values which are part of the schools' learning culture: communication, achievement, collaboration, creativity and responsibility. These rights and values are

at the heart of our ethos and behaviour expectations and underpin our curriculum. In partnership with Stewart Headlam Federation Staff we will be reviewing the star values jointly for September 2022 -2023. There is a growing sense that Kindness should be included so that the world becomes a better place by small acts of kindness.

The SHH Federation has a stimulating and interesting topic based curriculum which focuses on developing creative lessons based on pupil inquiry about their learning. We value, 'experiential learning' which promotes learning from first hand, practical experiences. We believe this supports the learning of all children and is complimented through off-site educational visits, handling artefacts and inviting 'specialists' in to school. Creativity is a way of meeting the learning objectives through imaginative, purposeful and original tasks using the arts and ICT to research and communicate learning. We aim for the work to be progressive throughout the school, and be challenging to all.

Things children should experience and do whilst at Hague or Stewart Headlam Schools before going to secondary school.

Throughout the Early Years Foundation Stage (EYFS 3-5 years old) our children will:

- Pet animals especially dogs.
- Visit a local park
- Build a den
- Spend money in a shop
- Throw a snowball and build a snowman (weather permitting!)
- Ride on the London Underground
- Ride on a bus and go to the bus garage
- Meet police horses close up
- Learn to take care of plants
- Watch chicks hatch
- Visit a city farm
- Go to London Zoo
- Take part in a dance performance
- Visit a museum
- Take a trip to the Ideas Store
- Visit the Discover Centre at Stratford
- Visit a forest

Throughout Key Stage 1 and Key Stage 2 (KS1 & KS2 5-11 years old) our children will:

- Go to the seaside
- Visit a wide range of London's museums

- Visit a place of worship for all the main community religions including the East London Mosque and St Paul's Cathedral
- Hear live music
- Visit the Olympic Park
- Learn Spanish
- Meet children from a different faith and no faith
- Make international links with children abroad.
- Write, and post a letter and receive a reply.
- Visit an art gallery.
- Attend a residential trip to Gorsefield in Y4 and Suffolk in Y6
- Go to an event in a major sporting venue
- Try food from other cultures
- Grow and cook food from Hague's allotments.
- Have a ride on a boat on the Thames
- Visit the Tower of London
- Learn to ride a bike and develop road safety awareness.
- Learn to swim in Years 4 and 5.
- Learn to play a musical instrument
- Get to know and appreciate the music of some major classical composers
- Try out a range of different sports