

Hayes Primary School Curriculum Intent

At Hayes Primary School, we intend for our curriculum to develop the whole child so that every child can achieve their personal best. We deliver an ambitious curriculum that is accessible to all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs.

Our curriculum approach is subject specific - every subject is taught as its own discrete discipline, and valued in its own right. It shows meticulous sequencing to ensure that substantive and disciplinary knowledge builds sequentially and in-depth over time. Our curriculum is clear in the discrete differences in how best to teach different subjects. It is grounded in the knowledge, concepts and overarching ideas of individual subjects.

Each subject specific unit is sequenced from Year 1-Year 6, with clear links to the EYFS curriculum and how the learning journey builds from EYFS to Year 6. There are regular opportunities for revisiting content and retrieval practice to allow children to consolidate their learning.

Our curriculum design is underpinned by our school and Trust values. We believe that by focusing on our values, our children will be prepared and ready to meet the challenges of the next steps of their education and life.

School Values

Excellence

We have high expectations of our children and we want them to strive for excellence in all areas of the curriculum. Our curriculum encourages this by being aspirational and it gives our children authentic opportunities to show excellence across the curriculum.

Respect

Our curriculum is designed to develop our children's respect and tolerance for others' opinions and beliefs. It ensures that all the children understand British values, whilst at the same time embracing diversity and the global context in which they live and will work in the future. Our curriculum develops an understanding of the wider world and the opportunities available to them.

Responsibility

We firmly believe that children should take responsibility for themselves and their own actions. This is essential in developing independent, lifelong learners. Our curriculum encourages children to be self-regulated learners who can motivate themselves to engage in, and improve, their learning. Our wider curriculum offers the children many opportunities to take on extra responsibilities across the school. These include Junior Travel Ambassadors, Maths and English Champions, School Council members and members of different sports teams.

Resilience

We have a shared acknowledgement that being able to fail is vital to children's success in later life and the development of a 'growth mindset' is taught and modelled to our children. This is further reinforced/embedded through the metacognitive cycle of 'plan, monitor, evaluate.'

Community

Our curriculum is designed to encourage the children to think of themselves not only as citizens of their local area, but as global citizens. We do this through our subject specific curriculum (Geography, History, Computing, RE, PSHE), as well as through our charity work. Our children have access to First News and we use Lyfta to broaden our children's horizons by experiencing different cultures and perspectives.

Compassion

If our children can leave Hayes Primary School as kind, considerate and empathetic individuals, then our curriculum has been successful. Compassion is rooted in the spiritual, moral and cultural development that is explicitly taught in RE and PSHE lessons and through our assembly program, but our team also implicitly models these in their interactions with each other and the children.

Trust Values

Ambition

Our Trust curriculum has been designed to engage children, ensuring they develop a sense of 'awe and wonder' through learning experiences which encourage them to investigate, research and reason. Spring pupils innovate, develop digital skills & maximise the use of technology to enhance their learning.

Collaboration

The five schools within The Spring Partnership Trust have collaborated to design and continuously evaluate and adapt our curriculum offer so that it is appropriately broad and ambitious. Through staff working together as a team, and in partnership with pupils and their parents and carers, we strive to ensure that our aims are met. Spring pupils develop independence, confidence and character through activities including sport, creativity and performance.

Fairness

The Trust Curriculum ensures that all children can equitably access the curriculum offer. We remove barriers to learning and participation through flexible grouping, cognitive and metacognitive strategies, explicit instruction, using technology and scaffolding. Our aim is to develop critical thinking, leadership skills, oracy skills, life skills, cultural capital & financial literacy. We want to expose pupils to a variety of subject areas which promote character building qualities that lead to creating well rounded, global citizens, opening up doors to paths in later life.

Respect

Our curriculum is fully inclusive and will not discriminate against the protected characteristics: age, disability, gender, gender identity, race, religion or belief and sexual orientation. It develops an understanding of the wider world and the opportunities available to them. Spring pupils are local,

national & global citizens; they have a strong sense of identity, respect and value the importance of diversity & inclusion and make positive contributions to their community.

Ensuring Equality and Inclusion at Hayes Primary School

At Hayes Primary School, we welcome all children and value them as individuals, treating them equally and with respect. We believe that all children have the right to have their own needs incorporated into their curriculum in order to achieve success. We do this through the following approaches;

- Provide an accessible environment, which is secure and safe, so that all our children can flourish.
- We believe that all teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed.
- Through staff working together as a team, and in partnership with pupils and their parents and carers, we strive to ensure that our aims are met.
- Ensure all staff are aware of anti-discriminatory practice, promoting and valuing equality and diversity.
- Promote early identification of children with additional needs to ensure interventions are in place to address their needs.
- Monitor the progress of all our children to ensure they are meeting their full potential and achieving their personal best.
- Work with all external agencies and organisations
- To build relationships with other schools within our community including specialist and other Spring schools.
- We ensure that our curriculum is fully inclusive and will not discriminate against the protected characteristics: age, disability, gender, gender identity, race, religion or belief and sexual orientation.
- Our inclusive teaching approach ensures that all children can access the learning using resources and strategies that they may need, including modified language, additional support or resources.
- Follow the guidance in the SEN Code of Practice, Equalities Act 2010 and The Special Educational Needs and Disability Regulations 2014

Please also see our SEN Information Report, Accessibility Plan and SEN Policy.