

## **Hunton CEP School: Curriculum Statement of Intent**

‘Achieving Excellence Together.’

*‘Live life in all its fullness’ (John 10:10).*

At Hunton CEP School, the curriculum is taught through knowledge and skills. As a school, we hold pupil well-being at the forefront of the curriculum and all aspects of school life. Within lessons, we encourage pupils to take risks in their learning, working within a safe learning environment, thus building resilience and perseverance.

Through a pastoral, nurturing approach, we encourage children to understand that learning is a life-long journey and we firmly believe that working as one community we can ‘Achieve Excellence Together’ through our curriculum and all aspects of school life.

At Hunton, we offer a broad, balanced and ambitious curriculum combined with high quality teaching and learning, so that all our pupils are able to achieve their academic potential. However, we believe that a truly outstanding education offers children much more than academic success and so our curriculum is enriched with a wide range of learning opportunities that foster personal, social, physical, emotional and spiritual development, enabling our children to become the best versions of themselves.

Every child is recognised as a unique individual. We strive to ensure strong, positive relationships with all of our families and children. Through these, we have a holistic understanding of the children we serve and can therefore recognise each child's prior learning and individual needs, creating learning experiences that engage, support and challenge all of our children.

The aspirations and commitment at Hunton CEP School is to provide opportunities for all our children, so that they can develop into confident, independent and successful learners, who have ambition and pride to make positive contributions to their community and wider British society.

In order to achieve this, Hunton CEP School offers a curriculum that ensures essential skills in reading, writing and mathematics are built upon and enables children to successfully access all subjects within the national curriculum, in readiness for the next stage of learning.

### **English.**

We endeavour to be a 'Reading School'.

Reading is the foundation of learning and consequently at the heart of the curriculum. Within a small, discrete Reception class, essentials for a life-skill of reading commence. We pride ourselves that children receive an excellent start in their reading journey and are heard read daily through our Dandelion Scheme book, Letters & Sounds Programme and through play-based activities. This enables children to feel a sense of confidence and achievement in reading from an early age.

Classes read and encounter rich and broad texts, which enable the pupils to stretch their imagination and be confident in different genres. Adults model themselves as readers. Children carefully practice and use our progression of reading skills: decoding and deciphering words, literal understanding and retrieval, inferencing, responding and fluency and phrasing.

We at Hunton CEP School promote children's love for reading and invite parents and local members of the community to hear children read, as well as ensuring libraries and book corners are inviting and organised to ensure accessibility for all readers.

Strong reading skills enable children to write well. At Hunton, in years 1-6, the pupils lead up to a 'Big Write' in which pupils are exposed to high-quality modelling by adults and reading of existing texts. Pupils have opportunities to apply this approach to independent pieces of writing to plan, write and edit a final piece that they are proud of. Pupils also engage in digital literacy as a stimulus for writing through an 'Every Picture Tells a Story' approach.

Spelling is taught systematically, including discrete lessons that provide a range of strategies for pupils to learning including: recital, spotting patterns, repetition, games and memorising. A mastery approach to the teaching and learning of spelling is adopted to aid pupils with reinforcing and support long-term memory of spellings.

## **Mathematics**

At Hunton CEP School, we have a specialist leader in education in mathematics who supports teachers and staff to follow a consistent mastery approach. Mathematical topics have been carefully structured and allow pupils time to master concepts through mathematical reasoning and applying learning into problem solving contexts. Teachers plan using the 'Concrete, Pictorial and Abstract' theory (*Jerome Bruner*) to allow pupils to be secure in using manipulatives and mathematical drawings before progressing onto abstract concepts.

Pupils are encouraged to use their mistakes as 'learning points' to address misconceptions through discussion. In all age groups, the pupils support each other during rich, open-ended problem solving activities.

In Early Years, a systematic approach to the teaching and learning of mathematics is embedded. Pupils build upon their knowledge of numbers progressively, through a combination of teacher-led activities and self-initiated play-based opportunities, making and forming relationships across numbers, including familiarity with number bonds. Pupils use conceptual variation to consider all aspects of each number from 0-20.

As a school, we improve children's learning and fluency of times tables and division fact knowledge and use 'TT Rocks' as a scheme to make the learning of these engaging and purposeful, thus improving retention and desire to learn them.

## **Wider Curriculum**

Hunton CEP School values reading, writing and mathematical skills at the heart of the curriculum and ensure these fundamental aspects of learning are transferable across wider curriculum subjects. As well as this, children experience a progressive breadth of

knowledge and skills, which subject leaders have planned carefully for, following continuous professional development and pedagogy.

In addition, we provide opportunities for pupils to be creative in their learning. We celebrate unique work and lateral thinking; for example, during wider curriculum subjects, pupils are provided with blank pieces of paper to encourage originality, independence and autonomy in their recording of work.

As well as individual work, teachers give pupils group work to complete to encourage social and collaboration skills, as pupils learn to become both cooperative and compromising with each other to prepare them for wider life outside of Hunton.

With resilience, it is our belief any child can achieve in any area of our ambitious curriculum. Being in a small, rural school we have to go above and beyond to prepare them for secondary school and the wider world. Examples include a detailed and progressive Relationships & Sex Education curriculum, an opportunity to go on two residential trips in upper Key Stage two, opportunities for pupil responsibilities through prefect roles and a secondary school transition programme.

We will '*Achieve Excellence Together*', in order that children are prepared to '*Live Life in all its Fullness.*'