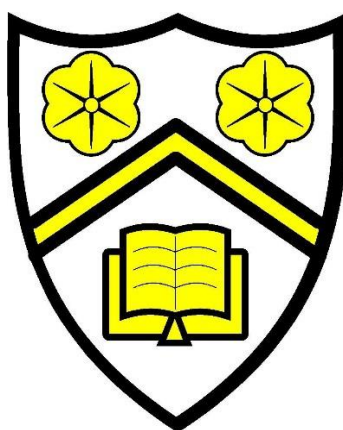


# Whitehill Community Academy

## *Curriculum statement*



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
Mr. R. Hepplestone	September 2017	September 2018
Mr. J. Armitage	September 2018	September 2019
Mr. J. Armitage	September 2019	September 2020
Mr. J. Armitage	Amended January 2020	September 2020
Mr. J. Armitage	September 2020	September 2021
Mr. J. Armitage	September 2021	September 2022



**CURRICULUM STATEMENT 2021 / 2022**

**At Whitehill, our INTENT is to:**

Provide a curriculum where children feel motivated and excited, where all are included and valued, to create learning environments accessible to all. The children will experience an innovative and imaginative thematic-based curriculum, which follows the National Curriculum. The National Curriculum objectives ensure that we deliver all of the knowledge-based learning to meet the needs of our pupils. This knowledge-base is then broadened with our inter-linking skills-based Chris Quigley objectives. Our curriculum is broad and balanced, with a range of History, Geography and Science/ Arts Themes to meet the needs of all our children. We promote British Values throughout the academy and our curriculum. This is evidenced through our hall displays and several displays throughout the academy, including our commemorative poppy display from the centenary anniversary of World War 1.

**Ofsted Report – January 2020**

“The mathematics curriculum is well designed and implemented. It is sequential and builds on prior learning. Pupils are given frequent opportunities to apply their mathematical knowledge to reasoning and problem solving.

Teachers have good subject knowledge in science. They use scientific language precisely in lessons and pupils understand this vocabulary. Pupils enjoy science investigations. This practical work helps pupils remember their learning.

Pupils enjoy learning about history and comparing how things have changed over time. Pupils say that history is now taught regularly, and they are proud that they know much more about it. Some pupils said that they even know more than their mum and dad”.

**Ofsted Report: Tracey Ralph HMI Inspector – 23<sup>rd</sup> January 2020**

**Inclusion Quality Mark Flagship Review - July 2019:**

‘The school presents as a welcoming, vibrant, inclusive community with happy staff and pupils. Pupils presented as engaged and motivated to learn within lessons, demonstrating very positive behaviour. Pupils have access to a wide range of technology and other resources to support their learning. The Head Teacher shows ambition, drive and enthusiasm with an insistence that, although the school is large, “every pupil should feel at the centre of it”.

Thematic planning reflects childrens’ interests and this year there has been a particular focus on ensuring activities are “boy friendly” to address a gender gap in outcomes.

The school now boasts a range of very high-quality outdoor provision. This includes the Sensory Garden, designed by the Pupil Ambassadors, Adventure Play area and Forest School area. The school has recently commissioned and external provider to facilitate Forest School sessions and early evidence suggests this will have a very positive impact on all pupils.

The school plans to implement “Enrichment” afternoons with a bespoke programme, tailored to learners’ needs, offering a broad and varied curriculum. This will include forest schools, outdoor experiences, music, art, trips and orienteering. The school is committed to ensuring that its curriculum meets the needs of every learner, every child is included and every child can succeed to the very best of their abilities.

The children were able to clearly articulate what they love about their school. Some of the things they spoke particularly positively about were:

- School Trips – everyone’s involved
- The way teachers teach lessons – they’re fun!
- The after-school clubs – there are loads to choose from
- The adventure playground outside
- The new sensory garden

The school makes excellent use of community links to further enrich the curriculum and provision for their pupils.’

**IQM Review Report: K. Clark-Davies – 2<sup>nd</sup> July 2019**

## **OUR CURRICULUM HAS THREE MAIN STRANDS:**

### **INTENT**

#### **1. The educational purpose – Established content (What we INTEND to teach), along with what is statutory, based on the National Curriculum).**

We have carefully reconstructed our curriculum with specific elements to ensure more explicit transfer of key knowledge and learning skills. Consequently, the re-design gives all pupils, particularly disadvantaged and SEND pupils, the knowledge and cultural capital they need to succeed in life.

To ensure that the school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment, each year group is given a Programme of Study, with all of the relevant / linking NC objectives for each thematic unit they study. These ensure that each year group has the correct coverage and progression of knowledge and skills. The history thematic units from Y2 to Y6 are taught in chronological order. All year groups create a long-term overview, which ensures that NC objectives are fed into suitable themed activities. These activities are then planned and cross referenced with cross-curricular links into the detailed weekly plans. There are a number of additional extra-curriculum activities which are timetabled in for pupils to gain additional skills and knowledge, such as Rocksteady Music, Active Maths and English, Outdoor learning and Junior Wardens. Since September 2019, the curriculum has been enhanced further with a weekly Enrichment afternoon.

Our curriculum has been carefully designed to encourage full engagement from all pupils. Lessons planned are clearly differentiated into three stages of challenge (often demonstrated on planning as Bronze, Silver and Gold) to ensure that the curriculum is successfully adapted and developed to meet all children's needs. The Gold challenges offer ambitious opportunities for children to deepen their knowledge, understanding and skills, incorporating a higher level of independence and resilience. Where required, the Bronze level is further differentiated and tailored to meet individual needs of pupils with SEND, where additional concrete learning or adult support, allowing the children to access and demonstrate their abilities to their full potential and apply what they know and can do with increasing fluency and independence. In addition to the planned differentiation, children throughout the school also have access to same-day catch-up and intervention groups as required to further support their individual needs.

### **Curriculum philosophy and vision**

**At Whitehill Community Academy, the eight secrets to a child's success are: to try new things, work hard, concentrate, push themselves, use their imagination, continuously improve, understand others and never give up.**

#### **What the Whitehill staff believe:**

<b>What do our children need ?</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> A positive whole school ethos with a culture of openness</li><li><input type="checkbox"/> A broad and balanced curriculum</li><li><input type="checkbox"/> An exciting, Thematic-based curriculum</li><li><input type="checkbox"/> Well-resourced themes with an emphasis on the use of ICT</li><li><input type="checkbox"/> Quality subject delivery through careful planning for sequential learning</li><li><input type="checkbox"/> Variety of learning styles</li><li><input type="checkbox"/> Literate and Numerate children with a focus on speaking and listening and communication technology</li><li><input type="checkbox"/> A timetable with a slight increase to Maths and English sessions to allow pupils to make significant progress</li><li><input type="checkbox"/> A sense of belonging with boundaries</li><li><input type="checkbox"/> Clear targets for Learning</li><li><input type="checkbox"/> To be heard through pupil voice and through Restorative practices</li><li><input type="checkbox"/> To feel safe and secure with a development of self-esteem and moral values</li><li><input type="checkbox"/> Rewards assemblies</li><li><input type="checkbox"/> To be Healthy fit children</li><li><input type="checkbox"/> Develop a range of communication skills</li></ul>
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<b>What does our community need ?</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A welcoming Academy with an open door policy to remove barriers</li> <li><input type="checkbox"/> Clear communication at different levels e.g. Newsletters, Website, Social Media (School App, Class Dojo, School FaceBook page, School Twitter account), etc.</li> <li><input type="checkbox"/> A balanced curriculum reflecting our diverse society acknowledging British values</li> <li><input type="checkbox"/> Positive community links through the development of the Extended school</li> <li><input type="checkbox"/> Parental involvement at all levels</li> <li><input type="checkbox"/> Visitors and community invited to the Academy</li> <li><input type="checkbox"/> Visits linked to themes making maximum use of the local area and people</li> <li><input type="checkbox"/> To be consulted at different levels using questionnaires, etc.</li> </ul>
<b>What do we value in education ?</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> That all children come first, second and third and all are equally valued</li> <li><input type="checkbox"/> A whole school approach to working as part of a team at all levels</li> <li><input type="checkbox"/> An inclusive education with clear expectations with an emphasis on high standards throughout the Academy</li> <li><input type="checkbox"/> A rich, diverse and inspirational curriculum which celebrates learning and teaching</li> <li><input type="checkbox"/> Children are switched on by their learning and they enjoy coming to school</li> <li><input type="checkbox"/> Children who concentrate, behave and are enthusiastic to learn</li> <li><input type="checkbox"/> The development of emotional intelligence</li> <li><input type="checkbox"/> The continuous development of the pupil voice</li> <li><input type="checkbox"/> The removal of barriers to learning</li> <li><input type="checkbox"/> The use of varied teaching and learning styles</li> <li><input type="checkbox"/> The creative curriculum and the emphasis on the skills based approach</li> <li><input type="checkbox"/> Take full advantage of the use of ICT throughout the curriculum</li> <li><input type="checkbox"/> That much learning does take place beyond the classroom</li> </ul>
<b>Where is our Academy ?</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> We are a forward thinking Academy which continuously reviews and evaluates performance to ensure that standards are at the heart of all that we do</li> <li><input type="checkbox"/> Making good progress and strives to maintain the highest standard of education possible</li> <li><input type="checkbox"/> We have an innovative and inspirational curriculum which captures the imaginations of our children which provides the time to generate high quality work</li> <li><input type="checkbox"/> We value our pupils' achievements both personally and academically</li> <li><input type="checkbox"/> We raise expectations and achievement by carefully tracking our children's academic progress and linking this to provision mapping and the Inclusion register</li> <li><input type="checkbox"/> We are truly an award winning Academy</li> <li><input type="checkbox"/> We encourage reflective practitioners</li> </ul>

### Cultural Capital

At Whitehill Community Academy, we take great pride in developing citizens of the future. Ways in which we support our pupils to achieve are wide-ranging:

Cultural Capital	Examples at Whitehill Community Academy
Citizenship	Mentoring Project, School Ambassadors and Sports Ambassadors
PSHCE	Large Inclusion Team to offer support pastoral, 'Worry Box' Stations in each Key Stage, Links with Illingworth Fire Station, Community Police, local Doctors' Surgery and Nurses come to school to support vulnerable families
Religious Education	We follow the 2019 Agreed Syllabus for RE for Calderdale, Kirklees and Leeds
RSE	We have just introduced SCARF Programme, which also delivers the school RSE programme.
British Values	Debating Competitions; School Council and Ambassador roles, Assemblies, Remembrance Services and memorial poppy display for the centenary of WW1.
Links to Universities	Links to Huddersfield University, including involvement in their on-going reading study, conducted by our Link Tutor.

<b>Curriculum</b>	We have a strong, broad and balanced curriculum which offers many opportunities to develop a wide range of skills to serve in a culturally diverse world. These opportunities include studies of key people in history, national, international and local. Rocksteady Music School offers the opportunity to form and play in a rock band. Our extended PE curriculum offers opportunities in a wide range of sports and sporting competitions. Our Art curriculum studies a number of local and famous artists from around the world and from different art movements. The Geography curriculum covers knowledge of all of the geographical skills. Through our themes on 'Under the Sea' and 'Amazon Adventure', we have a strong focus on human impact on the Earth. We have complimented this with studies to reduce single-use plastics, rain forest destruction and recycling (including crisp packets from packed lunches)
<b>Enrichment</b>	We offer a wide range of extra-curricular activities, including: sports, choir, arts & crafts, catch-up Maths and English, Science clubs, gardening and forest school. We also have an hour each Friday where the timetable is dedicated to activities which will enhance and enrich the childrens' learning.
<b>Careers</b>	Many of our ex-pupils return to us on placement, beginning with work experience as part of the NHGS reading programme, Early Years Child care and Development at Calderdale College and Huddersfield New College, pre-teacher training placements and teacher training placements. We currently have two class teachers who were ex-pupils, alongside a number of Teaching Assistants and office staff.
<b>Spiritual</b>	Rev. Paul Welch and the Open the Book Team/Assemblies Church and other local religious building visits.
<b>Social &amp; Moral</b>	We support the Calderdale homeless charity SmartMove, our local food banks and MotherShare, which shares resources. We have a newly developed Forest School area, with outdoor social and emotional activities included in weekly sessions and a sensory garden and pond, which allows opportunities to study native wildlife. Our Assemblies programme contains a 'Big Question' focus for each week, along with visits from the local church, NSPCC, our local library and various sports initiatives such as 'Chance to Shine' cricket. We also use 'Picture News' resources in assemblies, PSCHE and our KS2 Library. We have a number of strong community links, including choir concerts in local nursing homes and Games/concert afternoons in school for local senior citizens.
<b>Cultural</b>	Church Visits; Musical Performances; theme days with visiting educational groups, eg. touring school theatre companies such as Blunderbus, Ancient Greek workshops, animal workshops, etc. We also have an experience day or visit for each class connected to their theme being covered. Our Year 6 cohort have their post-Y6 assessments residential to PGL, where they gain the opportunity to take part in a range of outdoor activities.
<b>Ambition</b>	We have a regular assembly theme which looks at removing gender stereotypes for future careers, celebrating achievements from individuals who have broken the cycle of what an individual can achieve, regardless of gender, age, size, disabilities and social demographics.
<b>Mental Health and Well-Being</b>	Mental Health First Aiders, 'Worry Box' Stations
<b>Safeguarding Project</b>	Our Inclusion Manager leads regular assemblies and class discussions to promote the team available for all children in the academy for any safeguarding needs. Prominent posters around the academy also remind children who the Designated Safeguard Leads are and who else they can speak to if they have any worries.

## **IMPLEMENTATION**

### **2. Imagination and originality – Delivery (how we IMPLEMENT our curriculum - How we organise learning and how we engage and inspire the children).**

Our teachers at Whitehill have good knowledge of the subjects they teach. We also have an effective team of Curriculum Leaders for each subject, who are developing their roles to become the on-site 'experts in their field'. Our CPD programme allows the teaching team to extend their subject knowledge further through attending relevant training opportunities. These are then successfully cascaded via in-house training to benefit the teaching staff and support staff. This has been particularly successful during this academic year in Maths, with the introduction of Classroom Secrets to compliment the White Rose Maths scheme and in English, with the introduction of The Write Stuff, which offers a consistent approach to writing and the teaching of the English curriculum throughout the school.

These measures have ensured that leaders (departments and subjects) have been able to provide effective support to staff who are teaching outside their main area of expertise.

Our teachers present subject matter clearly with specific 'Can I...?' titles. During lesson introductions, teachers promote discussions about the subject matter being taught, with planned greater depth questions to provoke deeper thinking. Throughout lessons, teachers and teaching assistants will circulate the classroom or group to check pupils' understanding, giving immediate verbal or written feedback, following our marking policy, to identify misconceptions. This interception allows teachers to adapt their lessons and their teaching approach without having to add unnecessary individualised sessions.

At Whitehill, we place a high expectation on the standard of our pupils' text books and work books. White Rose Maths, Classroom Secrets and The Write Stuff are used effectively to support ambitious learning intentions, as are the bespoke, school-made thematic curriculum which aim to cover all knowledge and skills sets our pupils need to help them build progressively for future learning, ultimately providing the building-blocks to succeed in life and employment.

Whitehill encourages our pupils to achieve to their highest potential and sets ambitious, but achievable, targets and pitches the curriculum to be demanding. Lessons planned in the curriculum are carefully sequenced to ensure a cumulative development of knowledge and skills.

## **WHAT DRIVES OUR CURRICULUM?**

### **Successful learners who:**

- have the essential learning skills of literacy, numeracy and information and communication technology to allow success in future learning and to prepare them for future employment;
- are creative, resourceful and able to identify and solve problems;
- have enquiring minds and think for themselves to process information, reason, question and evaluate;
- communicate well in a range of ways; understand how they learn and learn from their mistakes;
- are able to learn independently and with others;
- know about big ideas and events that shape our world;
- enjoy learning and are motivated to achieve the best they can now and in the future;

### **Confident individuals who:**

- have a sense of self-worth and personal identity;
- relate well to others and form good relationships;
- are self-aware and deal well with their emotions;
- have a high-level of resilience, enabling them to face challenges without giving in;
- have secure values and beliefs and have principles to distinguish right from wrong;
- become increasingly independent, are able to take the initiative and organise themselves;
- make healthy lifestyle choices;
- take managed risks and stay safe;
- recognise their talents and have ambitions;
- are willing to try new things and make the most of opportunities;
- are open to the excitement and inspiration offered by the natural world and human achievements;

### **Responsible citizens who:**

- are well prepared for the world of work;
- are enterprising;
- are able to work cooperatively with others;
- respect others and act with integrity
- understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their place in the world;
- appreciate the benefits of diversity;
- challenge injustice, are committed to human rights and strive to live peaceably with others;
- sustain and improve the environment, locally and globally;
- take account of the needs of present and future generations in the choices they make;
- can change things for the better;

**In order to achieve the above, we teach a thematic-based curriculum throughout Early Years, KS1 and KS2. Each subject is led by Subject Leaders who have developed their subject rationale using the National Curriculum to develop;**

- **A focused INTENT on what our pupils are learning and why they are learning it.**
- **A clear, progressive IMPLEMENTATION of knowledge and skills in every subject.**
- **An effective monitoring and evaluation of the IMPACT of the coverage and the quality of the teaching and learning in the subject through each theme. We also place an emphasis on Computing, PSHCE and British values.**

### **British Values:**

At Whitehill Community Academy, we are very proud of our British heritage and promote the celebration of this in many creative ways. We believe that children should develop a strong sense of belonging and responsibility within their local community and the wider community.

The curriculum at Whitehill has been developed using the following: Early Years Foundation Stage, the National Curriculum, SACRE (2019 'Believing and Belonging' Agreed Syllabus for RE in Calderdale, Kirklees and Leeds),

PSHCE and British Values. Enrichment opportunities, extra-curricular activities and the extended school are all a valuable part of the curriculum. Breadth, balance and coverage are ensured through long and medium term planning, jointly undertaken by the subject leaders. Equality of access to all aspects of the curriculum is planned for all pupils including those with individual needs. Day to day assessments inform planning. All of the above is taught through our theme-based curriculum throughout the Academy. Where necessary, some subjects are taught as individual subjects, e.g. P.E and Science. However, where possible, theme links are still encouraged.

### **Monitoring of Learning**

Monitoring of work is undertaken between the four classes across the MAT (3 classes per year group at Whitehill Community Academy, except Y6 which has 4 classes, and 1 class per year group at Wainstalls Primary School) using work scrutiny, planning checks and lesson observations. Assessment tasks for the purpose of formative assessment are identified within planning and contribute to summative assessments communicated to parents and the receiving teacher. Formal annual, as well as statutory, assessments are carried out and resulting data is recorded accordingly to the Academy assessment policy.

In all areas, efforts are made to ensure staff and pupil awareness of staying safe, and such issues are further developed in the Academy's Health and Safety policy.

Children are encouraged to follow up school work at home and to engage in simple research to support work and to reinforce and extend learning in core and foundation subjects. The development of a positive home/school partnership further enhances the building of reading and language skills which underpin of course everything we do.

The long term Thematic planning grid and Programmes of Study underpins the curriculum within KS1 and KS2. Further differentiation to recognise the needs of pupils is identified within short-term planning arrangements. The Academy has developed a programme of information technology to support aspects of the general curriculum and incorporates some teaching of specific skills at all levels within the Academy. ICT is an integral tool in the development of independent learning and is supported by our well-resourced independent learning areas.

The 2014 Code of Practice for pupils with S.E.N.D is followed and a register of SEN maintained and, where appropriate, individual education plans are designed by the Head of Inclusion and the SENCo, team in conjunction with the class teacher and pastoral team. This is now seen as a much broader inclusion register where we provision map each child.

### **Other elements of curriculum provision**

The Academy delivers a programme of personal, social, health and citizenship education, incorporating a positive behaviour reward programme, including the recently introduced '3Rs' (Being 'Ready', Being 'Respectful' and Being 'Responsible') and collaborative activities to encourage pupils to support and respect younger pupils. We have designated Year 6 Academy Ambassadors and we have a School Council which is made up of children from Year 1 to year 6.

The governing body has also agreed a policy for Relationship & Sex Education, and a planned programme is delivered throughout Key Stage 1 and Key Stage 2. The Academy's updated Relationship & Sex Education Policy, which includes the 2020 legislation, was implemented in January 2020.

Staff seek to utilise local opportunities to raise awareness of environmental issues such as the canal, nature trails, Churches and museums to enrich National Curriculum provision. We maximise the use of visits and keep costs down for parents by the use of our school mini-buses. We also have a forest school outdoor learning area and a sensory garden area, including a wildlife pond.

Pupils within both Key Stages participate in non-residential visits, which support the National Curriculum and personal and social development to destinations such as The Sealife Centre, The Rainbow Factory, Jorvik Centre, etc. These visits are arranged by year groups to create a 'hook' into the theme being studied and develop a greater depth of knowledge and understanding. The Year 6 children do attend a four-day residential experience at PGL, Boreatton Park, where children gain the opportunity to engage in a wide range of outdoor activities and challenges, including; raft building, zip-wire, archery and high-ropes.

## **IMPACT**

### **3. Educational Value – Measuring impact (what is the IMPACT of our taught curriculum? What will we assess? How we will assess?)**

At Whitehill, we are proud of the work our pupils produce. We have high expectations of the standard of work produced in pupils' book.

Books are rigorously checked on a regular basis by SLT, Subject Leads (Maths & English), our School Effectiveness Officer and at cross-moderation in the North Halifax Cluster.

At Whitehill, we invest heavily in support and intervention programmes to help pupils with SEND (or who have slipped slightly behind for other pastoral reasons). These are used effectively to try and close the gap in attainment and allow pupils with SEND, or who are affected pastorally, to build the relevant skills and knowledge to allow them to succeed and meet their interests and their needs to achieve and be prepared for future learning.

### **Assessment**

Assessment at Whitehill Community Academy falls into two categories: Formative assessment and Summative assessment;

- Formative assessment is part of an on-going process that is built into termly planning procedures done by each teacher in each class.
- Summative assessment takes place at planned times of the year to ascertain development with reference to national norms and the National Curriculum. Standardised tests (NTS Rising Star tests for Reading, Maths and Science) are used on a termly basis. We also use SNAP Rising Stars Special Educational Needs Profile assessments.

These provide standardised scores of progress achieved. The progress of individual children is recorded on the school's tracking system, DCPro. The system is facilitated by our Tracking and Assessment Team (Head of EYFS & KS1 and the Head of KS2) which is overseen by the Headteacher.

Knowledge Organisers, outlining five or six key areas of learning (knowledge or skills-based) and related assessment questions have been introduced throughout the 2020/2021 academic year.

We currently operate the DCPro tracking system within life-without-levels. Data from this is presented in a whole school overview and a more detailed individual year group data summary sheet.

Target-setting, for both individual pupils and cohorts of children takes place and is monitored and reviewed regularly at two levels at target setting meetings and at Inclusion Progress team meetings. These meetings take place 3 times per year to ensure progress but also to ensure that provision mapping and interventions are being effectively used.

We have 3 planned parents target setting days in November/December, March/April and June/July which link into our Tracking System.

### **Reporting Arrangements**

We report to parents three times a year on all aspects of the curriculum. Firstly, with an initial report in November/December with targets in the core subjects. Secondly, in March/April, again in all core subjects with new targets if appropriate. Finally, in June/July with a more detailed report and target review.

### **Monitoring and Evaluation**

The Academy is committed to self-evaluation, with particular reference to standards of Teaching and Learning and pupil progress through Performance Management, target setting, work scrutinies and critical self-analysis.

### **In Conclusion**

Our curriculum statement and philosophy must be open to review analysis and change. Children get one chance with Education and our aim at Whitehill Community Academy is to ensure that all children succeed to their full potential.

**Mr. J. Sayles - Headteacher**

**Mr. J. Armitage - Head of EYFS & KS1**

**Mr. J Boyle – Head of KS2**

**September 2021**