



CURRICULUM STATEMENT

January 2020

INTENT: WHAT WE DO AT ARCHBISHOP HUTTON'S

At Archbishop Hutton's, we want our pupils to have big ambitions and high expectations of themselves. We are an outward looking school, with a strong sense of our place in the local community and to that end we have created a curriculum that truly meets the needs of our children.

Our curriculum is driven by our children. It is a rich, exciting and balanced curriculum which enables each child to develop academically, emotionally, creatively, socially and physically.

Our curriculum enables the children to share ideas, express their opinions and apply knowledge and skills learned in a wide range of meaningful contexts. It offers opportunities for all children to investigate, question, debate and challenge.

At Archbishop Hutton's, all children are encouraged and challenged to be the very best they can be. We want our pupils to be active learners, questioning, investigating, challenging themselves and sharing responsibility for driving their own learning.

Above all, we expect our children to give their very best and to be proud of their achievements. These qualities needed for successful learning are underpinned by our focus on independence, inquisitiveness and resilience.

Ofsted (June 2019) say: Leaders and governors ensure that pupils benefit from a broad curriculum. They develop their knowledge and skills across a range of subjects.

IMPLEMENTATION: HOW WE DO IT AT ARCHBISHOP HUTTON'S

At the heart of our curriculum are the core subjects of English, Mathematics & Science. The skills taught in these areas are then developed further in our wider curriculum work.

This wider curriculum is organised into units of learning where meaningful links can be made with other subjects that help secure prior learning and develop learning further.

Where possible, learning will be supported and enriched by field study, visits, visitors, workshops, artefact boxes, role-play and practical resources.

Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted yearly to ensure that children's learning builds effectively over time to ensure they are ready to meet the expectations of secondary school.

Ofsted (June 2019) say: *The quality of teaching throughout the school is good. Teachers have high expectations of what pupils can achieve. As a result, current pupils make good progress in a wide range of subjects.*

TO ACHIEVE THIS AT ARCHBISHOP HUTTON'S, WE PROVIDE:

A stimulating environment for developing inquisitive, independent and resilient lifelong learners who work hard and strive for excellence.

A culture of working independently and collaboratively, where we see getting something wrong as part of learning how to get it right

A safe place where all children are encouraged and supported.

Engaging learning where enquiry and challenge are fully embraced and skills are taught to open the world up to all.

Exciting opportunities to promote our children's personal development and understanding of their own emotional and physical wellbeing.

Ofsted (June 2019) say: *The provision to support pupils' personal development and welfare is strong. Pupils are happy and safe.*

WHAT IS THE IMPACT FOR THE CHILDREN AT ARCHBISHOP HUTTON'S?

From their different starting points, all children make good progress academically, emotionally, creatively, socially and physically.

Knowledge, understanding and skills are secured and embedded so that children attain highly and are fully prepared for secondary school.

Our children have strong communication skills, both written and verbal. They listen respectfully and with tolerance to the views of others. They take pride in all that they do, always striving to do their best.

Our children demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities.

They are kind, respectful and honest young people who demonstrate inclusive attitudes and have a sense of their role in our wider society.

Parent feedback following their visit to the whole school Open Museum at the end of a History theme:

'The link between what they have worked on in class, the museum visit and personal experiences. They were all so inspired and eager to share their knowledge – outstanding!'

'Really impressed with the quality of work and more importantly their enthusiasm for the subject.'

'Such lovely detail put in to the items they have made. So much effort and time. Impressive knowledge when asked a question.'

Children's comments following our first Invention Convention Day:

'The Invention Convention was fun. Designing builds which we could test was a good use of team work.'

'It was a different and challenging day. We did lots of things we wouldn't usually do.'

'Using the creative side of your brain meant you had to think differently and work out how to put everyone's ideas together.'

Feedback from governor with responsibility for Wider Curriculum following monitoring activity:

'Through my time spent in school, I have seen first-hand the effective learning opportunities the children of Archbishop Hutton's experience to build skills and knowledge year on year across the curriculum. Developing the whole child is a key element to the curriculum. Projects days such 'Invention Convention' as well as regular weekly events such as 'Team Thursdays' promote vital life skills such as resilience and working collaboratively.'