



Hanwell Fields Community School
The best in everyone™
Part of United Learning

Hanwell Fields Community School

Curriculum Statement 2014 -2015

The school curriculum comprises all the learning and other experiences that a school offers its pupils.

At Hanwell Fields we have developed our curriculum to embrace the new changes for 2014 and embed our school ethos and core purpose: **Enrich, Educate and Equip**, so our pupils and staff are **ready for today** and **driven by tomorrow's** needs.

We have emphasis on creativity, active learning, and knowledge and skill development alongside a nurturing environment to ensure that our pupils make outstanding progress in the core subjects.

We believe our curriculum is engaging, exciting and relevant to our community. We aim to build a community of learners with an excellent attitude to learning, in a safe and caring environment.

We deliver a curriculum that should deliver the:

- *Highest standards of achievement by all pupils, regardless of ability, ethnic origin, gender or social background;*
- *Pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens, able to respond positively to the opportunities and challenges of a rapidly changing world;*
- *Innovative and exciting to engage all learners;*
- *Commitment to lifelong learning.*
- *Enhance through the use of technology*

Alongside our curriculum we have a pledge at Hanwell that all our pupils will be then end of the Hanwell career, they will have experienced:

- Cultural Visit
- Presented to an audience
- Read a book at term
- Represented the school to a visitor, competition or as part of a team
- Meet someone inspirational
- Go on a residential trip
- Visit somewhere outside of Banbury
- Take part in an extended project e.g. Enterprise Week

Structure

In order to achieve these aims, we will work in collaboration with pupils, parents and the community to provide a curriculum which:

- is sufficiently broad, balanced and flexible to develop pupils' knowledge, skills and understanding



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through learning programmes and experiences appropriate to their ages and abilities, regardless of their gender, ethnic or social background and taking account of any talents and special educational needs;

- provides children in the Foundation Stage (aged 3 –5) with a wide range of planned activities and experiences which help them to develop and make progress towards meeting the Early Learning Goals;
- satisfies the requirements of legislation relating to the National Curriculum and religious education (RE), ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills especially literacy, numeracy and the use of information and communications technology (ICT);
- engages learners and provides for continuity of experiences and progression within, between and beyond the key stages and promotes lifelong learning;
- promotes pupils' self-esteem and challenges them to achieve the highest standards, taking account of ability and aptitude;
- offers opportunities to assess the progress and attainment of each pupil to determine whether learning objectives and any agreed targets have been achieved and what should be the next steps in learning;
- includes a means of recording the progress and attainment of each pupil and reporting these to parents and pupils, and informing parents and the community about the achievements of schools;
- Prepares pupils for the responsibilities and opportunities that arise throughout life in a democratic, multicultural and technological society.
- extends knowledge, experience, imagination and understanding in ways which develop creative, critical and analytical capabilities combined with an awareness of moral values and a capacity for the enjoyment of learning;
- develops positive attitudes and qualities through spiritual awareness and aesthetic appreciation;
- fosters respect for the environment and an understanding of the ways in which human activity can affect the local, regional, national and global environment;
- promotes equality of opportunity, develops understanding of and respect for the rights and views of others and emphasises the value of personal relationships based on mutual respect;
- promotes the importance of healthy living;
- works in partnership with the family, the business community and society at large, leading to an appreciation of the value of co-operative sustainable development and the rights and responsibilities of being a citizen;



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- prepares pupils for the next stage of learning;
- promotes pupils' understanding of their roles as members of the school, local, national and international communities.

HFCS Core Values

Our curriculum embraces the schools values. Each term we celebrate a value in different forms; for example, Assembly themes and projects.

Each term a homework project runs throughout the school and for the duration of the term where we ask pupils to interpret their own creative definition of the value. These are then celebrated through the school the following term. *See homework policy*



Breadth

The curriculum is sufficiently broad and balanced and flexible to develop pupils' knowledge, skills and understanding through learning programmes and experiences appropriate to their ages and abilities, regardless of their gender, ethnic or social background and taking account of any talents and special educational needs.

A balanced curriculum provides the pupil with regular teaching across the full range of the curriculum.



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A curriculum map is available each term for the school so extended linked learning can happen by parents and community. (*Displayed in Reception areas and website*)

Breadth involves a wide range of experiences that develop all areas of skill, knowledge and understanding. Throughout our pupil's education, the following skills should be developed and be progressive with pupil maturity:

- **Communication** - *reading, writing, speaking, listening and numeracy*
- **Observational** - *recording and drawing*
- **Analytical and Evaluative**- *locating, retrieving, evaluating and using information from a range of sources, Planning and evaluating work in order to improve it*
- **Information and Communication Technology**
- **Independent learning**
- **Creative and critical thinking** *including critical appreciation the work of others and themselves*
- **Interpersonal skills** *such as Emotional literacy*

The main subjects should be taught on a regular basis and Hanwell's timetable is designed for a consistent approach by subject time to allow opportunities for collaborative peer learning. Our flexible curriculum is able to meet the identified needs of individual learners within its framework.

Our pupils should have a range of experiences other than the formal subjects that they study to enthuse them further in their thirst for learning.

For the pupils in Years 1-6 we will work from the 2014 new National Curriculum. Humanities will be where possible incorporating literacy. Details of all curriculum overviews will be available in newsletters and the school websites. Children in Year 2 and 6 will continue to work from the existing maths and literacy assessments.

Additional Elements of the curriculum:

Religious Education: We follow the Oxfordshire Agreed Syllabus. Children will learn about the different major faiths and will be encouraged to be enquiring learners through the syllabus. *If you wish to withdraw your child from RE please contact your class teacher.*

Forest School: Pupils in EYFS and Years 1-3 will experience Forest School. Forest School aims to encourage motivation, risk taking, team work and the love of learning outside. When pupils are at Forest School, we will endeavour to complement what they are learning in their curriculum and build on their literacy and communication skills.



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Personal Social Health Education: PSHE will be delivered through cross referencing with other subjects and discrete opportunities.

Elements of PSHE & SMSC also appears in other areas of learning: assemblies, special projects and other subject areas throughout the year.

Sex Education is delivered in different areas of the school curriculum, in particular the science curriculum. The approach will be structured accordingly to age and the development of the children. We will use outside agencies and external professionals to support this key area of development. You will be notified through the curriculum newsletter when this takes place. If you wish to withdraw your child then please notify your class teacher, however you **cannot withdraw** your child from the science elements (policy on website).

Physical Education – The school PE curriculum:

	Autumn	Spring	Summer
EYFS	Dance FMS Catch FMS Jump (Distance) FMS Balance	Indoor Athletics Multi Skills FMS Hop/Jump Games	Athletics Multi Skills Games
Year 1	Dance FMS Catch FMS Jump (Distance) FMS Balance/Hop/Jump Indoor Athletics	FMS Balance/Hop/Jump Indoor Athletics Multi Skills Games	Multi Skills Athletics Swimming
Year 2	Dance Gymnastics Games Indoor Athletics	Games Dance Multi Skills Gymnastics	Swimming Athletics Games
Year 3	Gymnastics Games – e.g. possession games, net games Dance Indoor Athletics Multi Skills	Fitness Cross Country Swimming Games - e.g. possession games, racket games Team Building (Orienteering)	Gymnastics Athletics Games – e.g., striking & fielding games
Year 4	Games – e.g. possession games, net games Gymnastics Indoor Athletics/Cross Country Dance	Fitness Swimming Games - e.g. possession games, racket games Multi Skills Team Building (Orienteering)	Games – e.g. striking & fielding games Dance Athletics
Year 5	Dance Games e.g. Hockey, Tag Rugby, Volleyball Swimming Indoor Athletics Cross Country	Fitness Games – e.g. Badminton, Netball, Football Gymnastics Team Building (Orienteering)	Athletics Games – e.g. Rounders, Cricket, Tennis
Year 6	Swimming Fitness/Cross Country Indoor Athletics Gymnastics Games – e.g. Hockey, Tag Rugby, Volleyball	Dance Games – e.g. Badminton, Netball, Football Team Building (Orienteering) Games e.g. Badminton	Athletics Games – e.g. Rounders, Cricket, Tennis

Pupils will take part in 2 PE sessions a week. All pupils from Year 1-6 will have a term of swimming. Full PE Curriculum can be found on the website or requested from reception.

Modern Foreign Languages: Teaching MFL is now compulsory in KS2. We have chosen to teach French. This will be delivered by a specialist teacher from North Oxfordshire Academy, who will also plan and support teaching in Year 3.



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Pupils in Foundation Stage Inc. Pre Nursery Ladybirds

Our Foundation Stage (aged 3 –5) have a wide range of planned activities and experiences which help them to develop and make progress towards meeting the Early Learning Goals. We recognise that our foundation stage pupils need a well-planned and a well resourced curriculum to take their learning forward and that we provide opportunities for all our children to succeed in an atmosphere of care and feeling valued.

Our pupils will deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.

The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage. The curriculum for the Foundation Stage is organised into seven areas of learning:

1. Communication and language
2. Physical development
3. Personal, social and emotional development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

Other policies and school publications to cross reference:

- Assessment Policy
- Homework Policy
- Curriculum Newsletters
- PE Premium Statement