

Learning to Live, Living to Learn – Our Whole School Concepts

Driven by our ‘Living to Learn, Learning to Live’ statement, each seasonal term, across the school, an overarching key concept is focussed on: **Our Locality, Our UK and Our World.**

These overarching concepts provide meaning for pupils within our learning, giving pupils a deeper understanding of our locality, curriculum subjects through an understanding of British culture and finally, a broad understanding of our world. These overarching concepts provide a continuous link back to our Christian School Vision.

Within each term, we have a set of sub-concepts. These can be values, themes, issues or life skills. Each year these sub-concepts are chosen based on the needs of the current cohorts as well as wider issues in the locality/UK/World.

This focus is through everything we do, from lessons in all subjects, to Collective Worship and Enrichment activities.

Terms may consist of some or all of the following:

- 1) An overarching concept: Our Locality, Our UK, Our World.
- 2) A School Christian Value / The School Christian Vision
- 3) The Heartsmart Theme (RHE curriculum)
- 4) A key life skill
- 5) A fundamental British Value
- 6) An issue or current theme

‘Learning to Live, Living to Learn’ Concepts (For current year: 2021-2022)					
Autumn: Our Locality		Spring: Our UK		Summer: Our World	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> ➤ Our Christian School Vision ➤ Get Heartsmart ➤ Creativity ➤ Democracy 	<ul style="list-style-type: none"> ➤ People and community ➤ Friendship ➤ Too much selfie isn't healthy ➤ Empathy ➤ Founder's Day 	<ul style="list-style-type: none"> ➤ Resilience ➤ Trust ➤ Don't forget to let love in ➤ Rule of Law 	<ul style="list-style-type: none"> ➤ Forgiveness ➤ Problem-solving ➤ Don't hold on to what is wrong ➤ Tolerance 	<ul style="list-style-type: none"> ➤ Communication ➤ Environment ➤ Thankfulness ➤ Fake is a mistake ➤ Mutual Respect 	<ul style="list-style-type: none"> ➤ Peace ➤ No way through isn't true ➤ Thinking ➤ Individual Liberty ➤ World sporting events

Progression and Planning

Curriculum Progression Maps are in place for all curriculum subjects, identifying the key knowledge and skills taught each year, key vocabulary and where these fit in to the Key Stage. These grids support teacher’s planning for the year and for each term across every subject. The Learning to Live, Living to Learn Concepts link throughout each subject Map.

The Maps also highlight key end points for each phase.

Teacher’s and Senior Leaders plan the Curriculum Map each year and teacher’s plan in more detail for each term, looking at how the learning will progress over the course of a term in each subject.

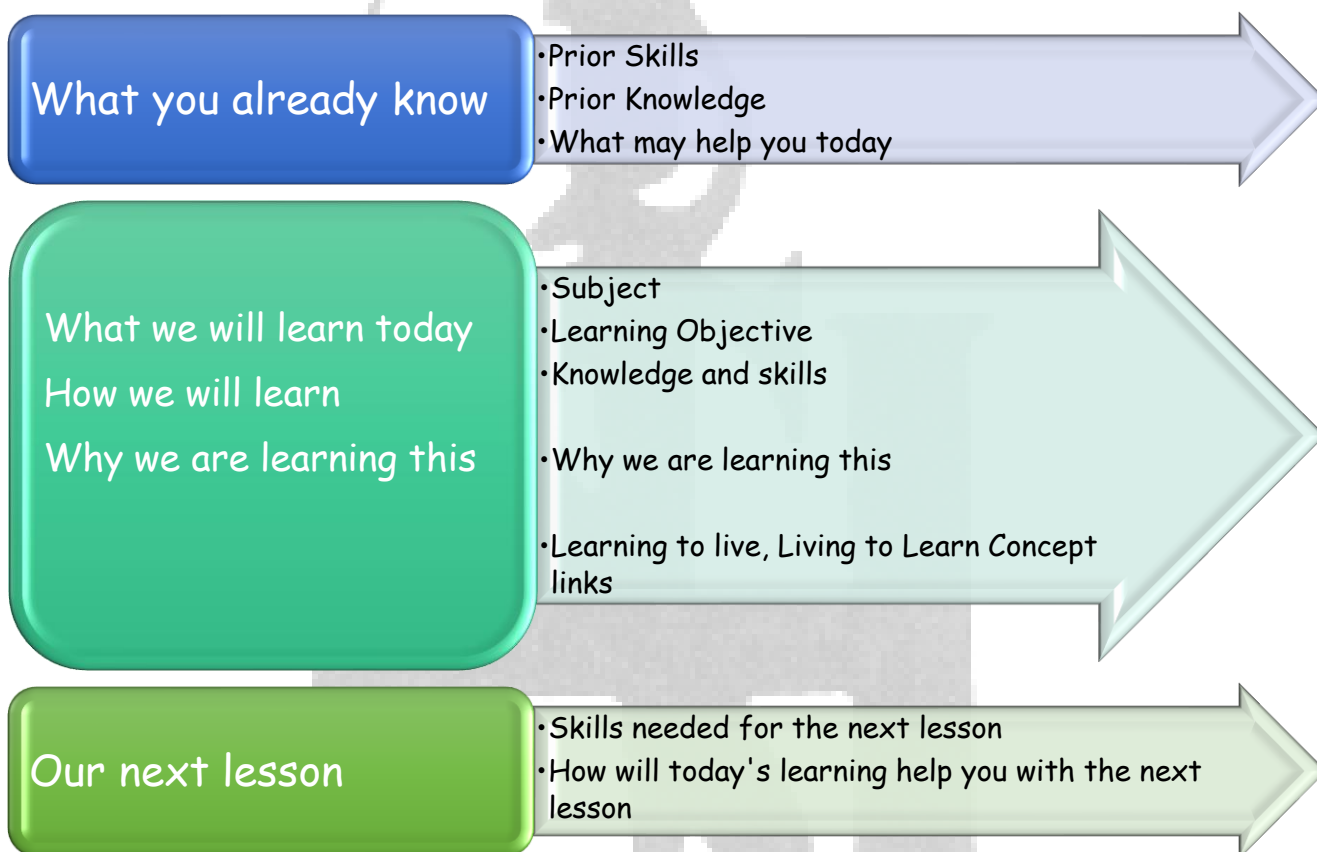
We teach an enquiry-based curriculum – starting each new topic or theme with an overall Enquiry Question



and then proceeding with learning questions within each lesson. Pupils work with the teacher on deciding what these questions are. This model gives the pupils ownership of their learning, which increases engagement. Investigation skills are utilised through enquiry, which is a key factor in many curriculum subjects.

We use the scheme Kapow, to guide our planning and provide resources, as well as ensure that sequencing is efficient and knowledge covered.

In every lesson, teachers share with the pupils what they are learning – knowledge and skills, how they are learning this, why they are learning this, prior learning which may help them and what they will learn in future lessons. They also will demonstrate how one or more of the concepts links to the lesson.



Our Timetable

Our timetable is carefully designed to provide opportunities for breadth of learning as well as the time to build deep skills and knowledge. We continually reflect on our timetable design and make changes to improve when necessary.

We believe in a 'gimmick free' approach to timetabling. Our subjects are taught through a blend of cross curricular links as well as discrete learning. We do not force subjects in to topics – they only link if they fit well. This is also true of our English Curriculum.

As a Church of England School, R.E. is one of our most important subjects, along with reading, writing and maths. We therefore teach this across the school on a Friday morning. On this morning, we also teach our RHE curriculum, giving this important subject key time within the week. Our Pastoral Assistant visits classrooms, exploring arising issues and delivering a programme called: Circle of Friends,



Jenny Mosely model. This provides pupils with the time to talk and be listened to within a safe forum.

On the other mornings, we focus on our English and Maths skills, including reading, phonics, spellings, handwriting and times tables. Our day starts at 8.45am for pupils, giving plenty of learning time in the morning.

Our afternoons are as creative and practical as possible, teaching curriculum subjects such as Science and the foundation subjects.

Every class has one 'active' day each week, where they come to school in their active/PE uniform. On this day, as well as having their PE lesson, pupils have the opportunity to learn in an active way in other lessons too, such as active maths.

Music is taught by a specialist music teacher who teaches projects across the year, to each class. By the time children leave Hartlip School, they can play at least two instruments. French is also taught across the school by a TA who is a native French speaker.

Every day, every pupil engages in Collective Worship, a daily writing activity, reading, handwriting practice, the Daily Mile, a class reflection and the zones of regulation. We also make time for frequent learning breaks between lessons so pupils can have a drink and stretch their legs. These are only for a few minutes. Some pupils also engage daily in Sensory Circuits before commencing with lesson time.

For some pupils, they received targeted support or specific interventions. These take place throughout the day but are thoughtfully planned to ensure pupils' do not continually miss the same subject or activity. Many of these are time specific and run for six weeks at a time. Pre-teaching activities also take place every day for some pupils.

Our Enrichment Offer

We are proud of the Enrichment activities we offer at Hartlip which enhance our curriculum. Some enrichment activities link to our subject knowledge and skills and others link to whole school concepts such as life skills and values.

We have House Teams to which all pupils and members of staff belong to. House points can be awarded and the winning house is celebrated each week in our Celebration Worship, and at the end of every term and year where a trophy is awarded. All staff and pupils also engage in 'Huff Puff' where they collect Huff Puff active minutes. These are then added up, awarded and celebrated in Celebration Worship.

At the end of each term, pupils engage in Forest School. Our pupil's in Eagles class have the opportunity for residential trips and every class will take part in several school trips a year to enhance their learning. We also invite visitors in.

We hold special weeks and days across the school year, such as our 'Founder's Day', Anti Bullying Week, Spirited Arts and many more!

Our Choir is led by our Specialist Music Teacher and our Headteacher. Any pupil in upper KS2 is welcome to join. The Choir take part in numerous events across the year as well as Church Worships and School events.

Extra-Curricular Activities take place every lunch time. Children can choose from a programme of different activities.

Lunch and play time sessions are free flow between school and the outside environment. We are seeking to engage in the OPAL scheme to develop this further. Teachers and Support staff supervise play and lunch times.



Children are encouraged to have roles of responsibility. They can be nominated as school council and worship council representatives. Our oldest children can be nominated as house leaders. Additionally, children can volunteer for responsibilities such as librarians, corridor and outside zone monitors.

The Assessment Cycle

Target Tracker is currently used as a formative assessment tool in the majority of curriculum subjects. Teacher's regularly update the grids with assessment information gathered from lessons. At the end of each term, teacher's use their ongoing assessment information, as well as any specific assessments to make a summative assessment on Target Tracker.

Reading, writing and maths is assessed in this way every term (6x a year). All other subjects, every seasonal term (3x a year).

The assessments are analysed and used to inform part of the discussions held in termly Pupil Progress Meetings, led by Senior Leaders. Governors also attend as part of their monitoring.

In these meetings, the information's is discussed in detail and teacher's talk about the progress their class is making. Senior Leaders and Teacher's problem-solve together any areas causing concern and celebrate reasons behind good progress and outcomes. Disadvantaged pupils, pupils with SEN/D and gender differences are discussed in detail. From this meeting, actions for the next term are discussed.

The assessment information is shared and discussed with Governors in 'Quality of Education' Committee meetings.

Subject Leadership

Our teacher's hold leadership responsibilities over aspects of the curriculum. SLT support in this task, with the full overview of all curriculum areas.

At the start of every academic year, Subject Leaders consider their vision for their subjects. Using this vision, they create a bespoke Action Plan for the year, considering their intentions and how they will implement the actions. At the end of every seasonal term, leaders review their actions to date looking at the impact they have made upon teaching and learning. They may tweak or set new actions.

After reviewing their Action Plans, Subject Leaders meet with Senior Leaders to discuss the impact across the term. This provides the opportunity for leaders to talk through their actions, the impact they have made and identify next steps, ensuring continues drive and improvement.

Subject leaders regularly monitor subjects and have termly release time for this purpose. Monitoring activities include pupil voice, pupil engagement, pupil's work/books, learning environments, assessment information and lessons. All monitoring is purposeful –Subject leaders provide timely and constructive feedback to class teachers and use monitoring to plan and lead staff CPD, including demonstrations and 'in class' support where required. Monitoring is revisited to check feedback has been acted upon and allowing for further next steps to be set, ensuring continuous improvement.

Governors

Every School Improvement area, has a link Governor. The Governor, Senior leaders and Subject leaders work together on monitoring activities and information and updates related to the subject is shared with the Link Governor. In some cases, Governors join Subject Leaders for monitoring activities and report back to the Full Governing Body. Subject Leaders keep Governors updated via email or in person/on video call on developments in the subject.

