



High Green

Primary School

Our Philosophy for Education

‘Excellence in education is when we do everything that we can to make sure they become everything that they can.’

Carol Tomlinson – Author



As facilitators of learning, we all hold the future in our hands. Our vision, our aspirations, our actions will determine that future. Through imagination and inspiration, through challenge and creativity our children will become the dreamers and innovators of tomorrow.

The High Green curriculum is based on that vision and understanding. Through the opportunities we create, each child will develop and grow up as competent, confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Core Principles

The four main principles that bind the curriculum together are **Holistic, Empowerment, Family and Community, Relationships**. Its starting point is the learner and the knowledge, skills, and attitudes that the child brings to their experiences. This curriculum will focus on a range of experiences, activities, and events, whether direct or indirect, which have been developed within an environment designed to foster children's learning and development. These experiences, activities, and events may be based on forward planning or may evolve in response to a particular situation. Broad and balanced experiences aim to enrich children's lives and provide them with the knowledge, skills, and dispositions they need to tackle new challenges and become successful citizens of the future.

- **HOLISTIC** – Maintaining the whole child at the centre of the curriculum, ensuring equitable personal & emotional development. Developing independence and responsibility, perseverance and resilience. Developing strengths in each child and a true sense of self-worth and self-esteem, including intellectual, spiritual, moral and physical understanding. Providing a broad and balanced curriculum allowing individual success and pride in ones' own achievements.
- **EMPOWERMENT** – Children are given opportunities to make their own decisions and take responsibility for their own learning, developing self-challenge and self-motivation to become a life-long learner. The roots of all teaching and learning opportunities will be to inspire children to investigate, explore, research and question developing a true love of learning.
- **FAMILY & COMMUNITY** – Understanding the principle that learning begins at home. Enhanced home learning that sees the family as a full partner in and founder of child development. With increased understanding of learning and the curriculum, parents will be better placed to fully support their child. Also, developing a child's understanding of life in modern Britain, cultural heritage and sense of belonging; seeing themselves as a valued member of a community; school, local, national and global, promoting British values, so they can understand how to contribute to its future development and achieve economic wellbeing.
- **RELATIONSHIPS** – Through a range of opportunities to explore and develop relationships – personal and social, understanding the value of learning with others but also understanding the risks that new technology brings. Allowing children to learn through responsive and reciprocal relationships, whilst developing a deeper understanding of the value of personal and social relationships and particularly of keeping themselves safe online.

CURRICULUM AIMS

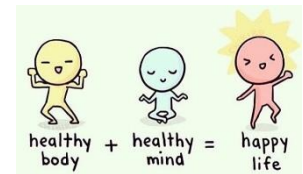
- To provide learning programmes that have suitable breadth, depth and relevance, that not only meet statutory requirements, but also the needs and interests of children.
- To design, implement and evaluate the curriculum to ensure breadth, balance and opportunity to facilitate deeper learning opportunities.
- To ensure the developmental and progression of key skills that have a positive impact on pupils' outcomes and achievements.
- To provide a positive and nurturing ethos with the core principles embedded in everyday life and learning.
- To extend children's knowledge and understanding and to improve their skills in all aspects of their education, including artistic, creative and sporting activities.
- To provide the opportunity to explore learning in different context and environments including the secret garden, woodland, allotment, field, playground and local surrounding area, as well as visits further afield.

Teaching and Learning

- Through careful planning based on key skills and a sequence of learning, children will be supported in their learning to achieve '**MASTERY**'. They will be given lots of opportunity to practice and embed skills before deepening and extending their learning into other contexts.
- Through support and encouragement, children should be clear about their achievements and next steps needed to continue improving and making good progress. At the beginning of each lesson, children self-selecting their own level of entry, taking responsibility for their own learning. This is referred to as **MILD, SPICY AND HOT**.
- To allow for skills to be embed at a greater depth, the whole school curriculum is split into three key areas: **DISCOVER, EXPLORE, INVENT**.
- Autumn Term – **DISCOVER**. History and Art and Craft skills to be taught in depth.
- Spring term – **EXPLORE**. Geography and Music skills to be taught in depth.
- Summer term – **INVENT**. Science, Design Technology and Computing skills to be taught in depth.
- Some areas of learning will be taught continuously throughout the year and others may be taught as an overview.

Enhancing learning through activity

- We understand and value the role that being active plays in the life long health and well-being of the children.
- Activity enhances learning across the curriculum by developing cognitive ability.
- Activity supports increased levels of concentration and mental well-being.
- Activity contributes to positive social and emotional relationships.
- We are an '**ACTIVE**' school and promote active learning and physical activity: **Active Learning, Active Play, Active Life**.
- We have an **ACTIVE CHARTER** which guarantees every child, every day will experience a minimum of 30 minutes focused and planned activity.



Enhancing learning through Music

- Music plays an important role in our school and we value the benefits of music in supporting learning in its wider sense.
 - *Music helps develop children's language, listening and math's skills.*
 - *Music helps develop children's self-esteem and helps to improve mental health by relieving stress.*
 - *Music encourages creativity in children and helps stimulate children's brain connections.*
- We offer wide range of musical experiences including the opportunity to learn a number of instruments and enjoying different experiences including performing, visits to the theatre, concerts.



Enhancing learning through Enrichment Activities

- The aim is to develop a love of learning in the wider curriculum and share exciting and interesting first hand experiences with children other than familiar peers.
- Each week, two classes share half an hour enrichment time. The classes are split into three groups which rotate around three activities.
- Activities may include music, outdoor and adventurous, art and craft, baking.



Embedding learning through Awesome Authors Weeks



- The aim is to encourage a love and enjoyment of writing.
- Staff provide an initial stimulus to excite and engage the children. With encouragement and support from staff, children self-select their own genre for writing based on the stimulus provided.
- Staff are encourage to allow the children’s individual interest to develop throughout the week and explore other valuable learning opportunities.
- Staff are not expected to plan or mark in the same depth as usual but use the opportunity to develop ‘in the moment’ planning and assessments.

Embedding learning through care and respect



- We value our one Golden Rule; ***‘Treat others as you wish to be treated.’***
- Our school ethos embraces the Olympic and Paralympic values; ***Respect, Excellence, Friendship, Determination, Inspiration, Courage and Equality.***
- Each class cares for and looks after a class pet. These include Motley, the corn snake, Tommy Turtle, Mr. and Mrs. Nemo, Gary Gecko, Ziggy the Bearded Dragon, Toothless the axolotl and a family of guppies.
- The children learn about how their pets would live in the wild; habitats, diet, conservation and the importance of looking after animals in the wider world.
- Each class has their own class charity. Throughout the year, the children learn a little about their charity and create and enterprise project to raise funds.

Embedding learning through ‘Goals’ and ‘Match Day’

- At the beginning of each half term, each child will have a personal interview with their teacher. This will be to establish targets or **‘GOALS’** for the half term.
- To encourage skills to be embedded, children will need to evidence achievement of their targets in their work, at home and/or at school. Each time a target has been achieved, a goal is awarded.
- To achieve **‘MATCH DAY’**, children need to have achieved five goals in Reading, five in Math’s and five in Writing.
- Match Days are enrichment opportunities where children self-select their own activities.



Monitoring and Evaluation

- Each subject forms part of an area of learning.
 - English –Reading, Writing, Speaking and Listening
 - Maths
 - Science
 - PE & Sports
 - Humanities – History, Geography, RE, MFL
 - Creative – Art and Craft, Music
 - Technology – Computing, Design Technology
- Each area of learning has a Subject Team including a lead teacher, a deputy lead teacher, a teaching assistant and a governor.
- It is the Teams responsibility to monitor and evaluate the area of learning, report to governors each year and feed action points into the Developing Excellence Plan.