

St Hilary School Curriculum Statement

“Education is the passport to the future,

for tomorrow belongs to those who prepare for it today.” Malcolm X

St Hilary School Curriculum INTENT:

To provide an inspirational, innovative and ambitious education for all; so that every St Hilary School pupil becomes the best they can be, equipped with the unique, personal qualities they require to succeed in their transition to secondary school, as lifelong learners and as confident, compassionate and ambitious global citizens.

Our broad, balanced, deep, REAL project-based curriculum is ambitious for all: immersing every child in progressive knowledge, skills and enriching experiences to inspire every child to:

- love learning and challenge
- be curious and creative
- be healthy in body and mind
- be thoughtful risk-takers
- be confident, kind, considerate and respectful
- enjoy being resilient, independent problem-solvers and apply this to real situations and
- to be globally aware.

St Hilary School Curriculum IMPLEMENTATION

Our whole school curriculum comprises a complete planned educational experience **informed by** logical, age-appropriate sequencing, the expectations of the National Curriculum / EYFS Framework, making full use of opportunities for real world learning, our school values and developing the whole child to enable all children regardless of their starting points to thrive.

St Hilary’s ‘REAL Project Based Approach’ to Curriculum Implementation:

At St Hilary we deliver a ‘**REAL project-based learning**’ curriculum across the school.

R – Rigorous, **E** – Engaging, **A** - Authentic, **L** – Learning.

This approach is based on the research and work of Carl Jarvis’s from Hartsholme Academy and the huge successes in curriculum development originating from ‘High Tech High’ in America.

Our teachers work with their pupils to plan inspiring, rich topics to drive the children’s learning each term, all leading to real-project, authentic outcomes.

Planning for a ‘REAL Project Based Approach’ to Curriculum Implementation:

Our curriculum is planned by teachers using the school’s progression documents to ensure logical sequencing through each subject across the school, covering all expectations from the National Curriculum / EYFS Framework and reflecting our local context and our children’s associated needs *e.g. fostering a passion for Cornish local history while inspiring global learning considering our isolated locality.*

From this sequenced planning, teachers work, where possible with the children, to map out their year’s curriculum and the termly REAL projects.

Step 1: the class or teacher designs an 'essential question' the children will investigate during the term – one to inspire and motivate rich learning and that cannot be googled! For example: 'Can a war ever be "Great"?', 'Have you ever been truly hungry?', 'What makes a hero super?'

Step 2: a real-life authentic outcome is planned (teachers often involve children in the process of designing and planning for this) which is the basis for the children's work over the term.

Step 3: 'Project tuning sessions': Teachers present the planned learning journey for the children in the coming term to each other, for peer critique: clarifying questions, personal evaluation considering likes, queries and possible support - sharing advice and expertise. A collaboration which raises the bar for our planning, ensures whole school collaborative thinking and that all staff expertise is utilised to get the best results for the children

Step 4: Sharing the project plan with all stakeholders:

- a **Curriculum Overview** from each class, detailing the subject-by-subject learning for the term - shared with parents and carers to inform and help them provide any additional support they wish.
- A **Knowledge Organiser** – the key learning from the term in child friendly language – to help children, parents and teachers keep track of progress with learning.

Step 5: The children complete rich and experiential learning opportunities, working towards milestones of beautiful work (Excellence). Children critique each other's work, learning the importance of redrafting and editing.

Note: *There will always be some aspects of the National Curriculum / EYFS Framework, not fitting with the theme/topic, that are better taught discretely.*

Step 6: a real-life outcome to showcase the children's learning, presenting their answers to their essential question and creating a genuinely memorable learning experience beyond the classroom.

Step 7: project evaluation – teachers, TAs, pupils and where possible parents and carers consider WWWs and EBIs for the term's work. An example of our commitment to looking for opportunities to evolve our curriculum and ensure excellence is delivered.

Building blocks of our project based curricular implementation.

- An essential driving question the children strive to answer through the project's work
- Coverage of the relevant National Curriculum / EYFS Framework objectives - to be assessed during each term
- A purposeful, memorable outcome having an impact beyond their classroom!
- Memorable hook into the topic
- Elements of children having ownership, autonomy of their learning journey
- Utilises the locality, its heritage the community to make it real (visits, visitors, experts, community, family)
- Makes practical and purposeful use of technology to drive learning
- Engages and ignites passions and interests the children didn't know they had – will they still be talking about it a year or more later?
- Links learning together - cross curricular (where it fits - don't 'shoe-horn' where it doesn't)
- Inspires and facilitates Excellence in outcomes (using the skills gained from the project)
- Peer critique and redrafting
- Project books provide a clear log of the 'journey' of the project, showing high expectation of quality of work, high levels of personal pride and evidence of cross curricular writing
- Intertwining the school ethos and sound British values.
- Upholds the Leading Edge values:
 - Equity - 'Fairness and social justice'
 - Evolution - 'Continuous change and growth'

- Excellence - 'Outstanding quality'

This curriculum implementation consistently delivers a positive buzz of learning across the school and delivers the **'inspirational, innovative and ambitious education'** for all that our curriculum intent demands.

Broader Curriculum Implementation developing the whole child:

In order to develop well-rounded, secondary-ready, healthy pupils our curriculum builds sport, healthy lifestyles and all aspects of SMSC into the curriculum. Through specifically taught sessions (PE, Science, PSHE - Jigsaw, RSE), but also intertwined with our broader curriculum delivery – ensuring that these core elements of learning are delivered in relevant and real contexts. Assemblies, as a whole school and in classes, ensure specific coverage of events in the news, equality, diversity, cultural traditions and celebrations, charities, British Values and both St Hilary and Leading Edge Academies Partnership values.

Memorable learning experiences, theme days, whole school experiences, relevant and stimulating educational visits – including residential are employed as appropriate to bring learning to life, inspire and celebrate the learning undertaken.

Offering broad and varied extra-curricular provision encourages all children to 'seize the day', making the most of the opportunities to uncover their passions, hone their skills and build healthy and positive relationship and habits for life.

Curriculum information for each of the classes can be found within this curriculum [link](#).

St Hilary School Curriculum IMPACT

Our curriculum ...	Meaning all of our pupils ...
... is well sequenced (logically planned and delivered) to facilitate academic excellence.	... achieve high academic standards, indicated by the end of Key Stage results and excellent outcomes in the EYFS - Early Learning Goals. ... make at least expected progress in reading , writing, and maths by the end of each key stage.
... combines project-based learning with the seven strands of learning (PSHE, Physical development, Communication and Language, Literacy, Maths, Understanding of the World and Expressive Art & Design).	... develop broad, deep and age-appropriate knowledge and skills across the curriculum: required to take advantage of opportunities, responsibilities and experiences at secondary school and later in life.
... is designed to provide rich and broad cross-curricular activities and learning opportunities in a variety of inspiring contexts - trips, visits, community links and speakers.	... gain cultural capital vital in increasing ambition and aspiration for all. ... personal development enables them to develop and thrive in amny aspects of life.
... is designed around our core values – the 3Es.	... leave St Hilary with a core of values, attitudes, knowledge, skills and capabilities to guide the next steps of their education, best preparing them to make the most of every learning opportunity and maintain a 'Best we can be' approach to life. ... thrive in a safe, calm, orderly and positive atmosphere - meaning their behaviour and attitudes give them the greatest possibility to achieve excellent outcomes.