

Henley Green Vision Statement

'Our children are cherished and valued for their individuality and uniqueness, and we recognise that motivation and engagement in learning, supports all children to thrive. Young people at Henley Green flourish in a safe environment where relationships are built on trust and mutual respect - they succeed because they feel secure and supported. Our pupils are motivated by a sense of belonging, the freedom to explore, celebrate and express themselves. Every child has a voice and the opportunity to be the best they can be. '

Henley Green -Curriculum

Our broad, rich curriculum at Henley Green promotes and sustains a thirst for knowledge, skills and a love of learning. It is coherently planned and sequenced to cumulatively build knowledge and skills throughout the school, providing opportunities for academic, artistic, technical and sporting excellence. Our curriculum has been carefully structured to promote remembering and long-term learning, making links between subjects and Topics as well as reinforcing key concepts and vocabulary. It has a positive impact on all pupils' behaviour and safety, developing their resilience, confidence and independence and helping them to know how to keep physically and mentally healthy. Teachers use a range of assessment and planning strategies to identify gaps and tailor the curriculum to ensure that every child is engaged, inspired and challenged. We aim for children to leave our school equipped to be responsible, respectful, tolerant, active citizens who contribute positively to society and have a clear understanding of fundamental British values. The curriculum we have constructed at Henley Green is ambitious and has been designed to empower all learners with the knowledge and cultural capital they are entitled to and need to succeed in life.

The curriculum comprises:

- The formal curriculum defined by the statutory orders of the National Curriculum and the EYFS Curriculum. This is progressive and cumulative.
- An inclusive curriculum that is differentiated for those with Special Educational Needs or Disabilities (SEND). We have high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. We emphasise the importance of providing an inclusive learning environment for all pupils including those with SEND.
- A range of extra-curricular activities, which are undertaken by school staff or outside providers, outside of curriculum hours including music and sports clubs.
- An enhanced enriched curriculum offering a range of experiences to all children.
- The Religious Education Curriculum in accordance with RE Today scheme.
- The additional curricular provision of PSHE, taught in all year groups, Including through Jigsaw.
- Statutory Relationships, Health and Sex Education taught through Jigsaw.
- Protective Behaviours through 'Taking Care' a preventative education programme.

Implementation

We implement our vision and curriculum intent in the following ways:

- Creative, immersive, cross-curricular Topics that make learning meaningful and enjoyable.
- A supportive and nurturing environment encouraging pupil achievement.
- A broad and balanced curriculum covering all subjects.
- Strong, supportive, ambitious senior leadership.
- Strong and developing leadership for each subject area within the curriculum.
- Clear progressive skills forming the foundation of the delivery and assessment of each subject.
- The teaching of phonics and reading is a high priority throughout the school.
- High-quality teaching through passion, praise, subject knowledge and enthusiasm which ensures all children can access the curriculum content.
- A commitment to constantly improving our practice and tailoring our curriculum and teaching to the children of Henley Green.
- High-quality and appropriate resources to support teaching and learning.
- Use of a range of high-quality texts to enrich learning and promote a love of reading.
- High-quality teaching and provision for the safe use of technology to support learning.
- Specialist teaching in Music (KS2) and Dance.
- Using cross-curricular links and opportunities to ensure pupils can transfer and apply the skills they develop.
- Pastoral support to nurture and develop pupils.
- High quality PSHE teaching
- A range of after school clubs, school trips and visitors to enrich the curriculum.
- Home 'Learning Challenges' so children are able to demonstrate knowledge and skills they have acquired through the curriculum.
- Pupil and parent voice is encouraged, respected and informs provision.

Curriculum Enhancements:

- Educational Visits – eg: Tudor World, Winchcombe WW2 Evacuee day, Weston-Super-Mare Seaside Visit.
- Residential visit –Year 5/6 Dol-Y-Moch where children take part in a range of outdoor adventurous activities.
- Visitors to school – eg: Immersive days – Vikings, Greeks, Romans, Stone Age, Greeks, Planetarium, Magistrates.
- Arts delivered by specialists – e.g: KS2 Music teacher and KS1/2 DanceTeacher.
- Focus Weeks/Days – eg: Art Day, Language and Culture Day; STEM week,
- Performance opportunities – eg: Christmas performances, Carols Around theTree, visiting companies, choir/dance performances.

Pupil Leadership

Children are encouraged to take on additional roles of responsibility in school. Some examples are:

- Head Boy and Head Girl (Y6)
- School Council (Y1-Y6)
- Sports Leaders (Y6)
- Sustainability Warriors
- Reading Ambassadors (Y1-Y6)
- Digital Ambassadors

Impact

- Pupils are happy at school and feel safe, nurtured and cared for. They are proud of the school and demonstrate our Core Values.
- Outcomes for Phonics Screening are continually and rapidly improving.
- Multiplication Check outcomes are at National levels.
- Progress is good in Reading, Writing and Maths.
- Staff are proud of our school and all that we achieve together as a team.
- Children's books demonstrate a range of high-quality work.
- Pupil discussions reveal that children speak enthusiastically and knowledgeably about their learning.
- Teachers monitor children's attainment in all subject areas to support and inform further teaching and learning.
- Behaviour and learning attitudes in school are good.
- Rates of participation in after school clubs, sporting events and other extra-curricular activities are high and inclusive.
- Pupils and staff use our school core values and curriculum intent to reflect upon their own achievements and development.
- Children leave Henley Green ready for the challenges of secondary school and beyond.

The main source of impact will always remain the quality and breadth of work seen in pupil's books and the learning environment. We strive to raise the expectation of learners and the quality of work they produce from an enriched and connected curriculum. We ensure there are always opportunities for application of learning within and across subject disciplines.

In addition, impact is measured by how effectively we help our pupils to develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners.

EYFS Curriculum

The key outcomes for our EYFS curriculum, alongside the ELGs, are that our children:

- are independent, curious and resilient learners
- are proud to be part of their school community
- are confident communicators

Learning in the Early Years at Henley Green is delivered through a responsive curriculum. It is our intention that this curriculum is developed and adjusted to meet the needs and interests of each cohort.

Our curriculum supports the children at Henley Green to make the best possible start to school life. We work in partnership with our families to remove barriers, provide the foundations for a good future and enhance life experiences. We want all our children to feel safe and have a sense of belonging in our school community. We draw on and celebrate the diversity which our children bring to school.

We have a clear focus on developing children's communication skills. We ensure that our children can communicate in a number of different ways through developing their vocabulary, ability to speak in sentences and promoting a love of reading.

Our environment reflects our passion for children to develop their social skills, promoting our school core values and supporting children to make meaningful friendships. We place a strong emphasis on developing respect, manners and being able to work collaboratively with others.

We plan purposeful, high quality early learning opportunities, with a curriculum designed around structured projects, where our children are excited to learn and encouraged to develop resilience and independence. We plan learning opportunities matched to individual's development and offer opportunities for children to engage in a balance of 'teacher-led' and 'in-the-moment' activities.

We place a high emphasis on developing the phonics skills our children need to continue their journey at our school. We believe that learning is enhanced through wider experiences, including going on trips, inviting in visitors and using the outdoor area and plan this into our curriculum.

We intend to prepare our children to reach the Early Learning Goals at the end of the Foundation Stage and ensure they make good progress from their starting points. We continue to support our children through their transition into KS1.

English

Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions to deepen their knowledge and understanding. Using these skills, we intend for our children to express themselves and to access and understand the world around them and to exploit the wealth of opportunities it can offer them to broaden and widen their experiences. Our children learn through discrete whole class guided reading lessons and separate writing lessons. The content for both of these lessons emerge from the topics the children study in other areas of the curriculum: our English provision is where their knowledge and cross-curricular links are strengthened and displayed. We ensure that we capitalise on the link between good reading leading into good writing by

ensuring that each writing unit the children complete is linked to the text(s) they are studying in reading each week. The teaching of reading and writing in EYFS and Year 1 is robust through a systematic approach to phonics via the Read Write Inc programme. Due to the rapid progress our children make through this programme, many Year 1 children go on to access the bespoke and topic-centred lessons, as seen in the rest of the school, in addition to their phonics lessons later in the year.

The content of our whole class guided reading lessons is carefully mapped across each year group in the school to ensure that the content is progressive and builds through the school. Through this mapping, we ensure that children are exposed to breadth and depth and of text types, genres and authors of our own and a more diverse heritage. These lessons develop our children's comprehension skills, and our Read Write Inc and Fresh Start interventions delivered from Years 2 to 6 ensure that those children who still need support with word reading and decoding get the tailored provision they need to accelerate progress and catch up with their peers. Within and in addition to these lessons, children are heard reading as individuals and in groups. Our pupils are encouraged to read for pleasure and to read widely and our school has a dedicated and embedded approach to reading for pleasure with a leader assigned to manage and monitor this vital area of school life.

We take elements of Jane Considine's pedagogical approach 'The Write Stuff' to structure our writing lessons. The focus of this is on quality whole class teaching, teacher-led, live modelling which scaffolds and supports all children, and especially those with Special Educational Needs or other barriers to learning, to make progress. Our writing lessons are grouped into units by writing outcomes and the learning emerges from a pre-written, high-quality model text. These models again ensure that our children's writing opportunities are varied and progressive. There is an emphasis on collaborative writing before children apply their learning independently. Through this collaboration, children work verbally to develop vocabulary, syntax and their speaking and listening skills alongside their writing stamina and precision. The format of our lessons also reflects Rosenshein's principles of instruction by the emphasis on models, scaffolding, guided and collaborative tasks before independent practice. 'The Write Stuff' is used in combination with our bespoke 7-part lesson structure which reflects the current cognitive theories around retrieval practice. Our lesson structure encourages children to retrieve and remember prior learning, to position and link their current task in relation to their wider learning journey (both past and future) and to reflect on and refine the writing that they produce.

Due to the diversity of our cohorts, and that many of our children arrive new to country with little exposure to the English language, our school has a systematic and rigorous approach to developing and expanding our children's vocabulary. Children complete daily tasks which expose them to new words and meanings and as our English curriculum is linked closely to the various topics children explore. This vocabulary is at the centre of our English lessons and there is a tailored and progressive list of words relating to the various topics to be taught discretely as part of their learning in English as they move through the school.

A range of extra activities are used to promote literacy within the school including: Coventry Building Society Writer of The Year competition, links with the UKLA for competitions and reading opportunities, author and illustrator visits, Young Shakespeare Company performances, library visits and online workshops.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmesof-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Our curriculum is based on three core principles: to provide learners with a deep conceptual understanding of mathematical principles, the ability to confidently communicate in precise mathematical language, while becoming mathematical thinkers. We are confident that if a pupil understands these core principles, they will be able to remember more and do more maths, within whichever context they encounter it.

Our detailed curriculum mapping for Y1-6 has been designed amalgamating the ABBC Maths scheme with the NCTEM Curriculum Prioritisation and Professional Development Materials, to ensure the curriculum is well sequenced and the learning is presented in small sequential steps covering all the National Curriculum Statutory requirements. Long term overviews are also continuously adapted to address the needs of the cohort based on annual feedback from staff on any gaps in learning for the cohort or any concepts requiring more development, this is then built into the next year's planned coverage.

We also ensure that our pupils starting in Nursery are developing a positive, growth mindset towards maths, by them following a Master the Curriculum programme. This is then built on within EYFS where they follow the NCTEM Mastering Number programme, and this is enhanced with White Rose to ensure coverage of all areas of the EYFS Maths Curriculum. Teachers plan lessons based on the long-term overview, using detailed Medium-Term plans which breakdown the objectives into small, sequenced steps. Teachers use their professional judgement to determine how long to spend on a particular objective, depending on feedback from previous 'gaps in learning' documents and daily formative assessment.

To ensure that methods for calculating are taught consistently and build upon progressively across KS1 and KS2 there are calculation policies for both mental and written methods which are used by all colleagues. These include exemplified examples as well as resources that might be used alongside methods to support pupils' conceptual understanding. Fluency and arithmetic are taught outside of the daily maths lessons in KS1 and KS2 and as part of the maths lesson in EYFS. We follow Mastery in Number in EYFS and KS1 and Practise and Learn from ABBC Maths in KS2 to ensure progression.

Mastery in Mathematics encourages all pupils, regardless of ability, to think deeply and apply their skills to new, and increasingly complex situations. Precise questioning during lessons ensures that pupils develop fluent reasoning skills and provide opportunities to think critically about the underpinning mathematical concepts. Pupils are also expected to justify their mathematical understanding through reasoning. Children are given the opportunities to represent their calculations in a variety of ways, using pictorials, physical manipulatives and abstract methods to further deepen their knowledge of concepts. During lessons pupils are expected to identify and explain mistakes using mathematical vocabulary and explain their reasoning both verbally and in full written sentences. The inclusion of 'Problems to Ponder' during lessons ensures that pupils can develop problem-solving skills and logical thinking.

Due to a whole class, step-by-step teaching approach, our children move through the curriculum at broadly the same pace. As a result of spending more time on fundamentals, the children can establish firm foundations on which to build their understanding. Pupil's

who are unable to grasp the concepts as quickly as others are provided with scaffolded support during the lesson as well as same day reactive intervention where necessary. Pupils who grasp concepts rapidly are targeted with questions and more open-ended challenges within the lesson to allow them to explore the concept at a greater depth. Those pupils who are working significantly below age related expectations will be planned for separately within the classroom and work on objectives which will support their personal progress in Mathematics.

A range of extra activities are used to promote Mathematics within the school such as TTRS Battle of the Bands Competitions and links with Coventry Building Society who deliver both sessions within school as well as sessions at Coventry Arena and Coventry House.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematicsprogrammes-of-study>

Science

Science is taught through both discreet lessons and within our Topics where appropriate. We encourage our pupils to be curious about natural phenomena and to be excited by the process of understanding the world around them. Key scientific terminology is introduced each lesson and knowledge is built upon throughout the school. Pupils are encouraged to work scientifically and to carry out experiments and investigations using equipment and gather and record data.

Children will learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance following the National Curriculum Programmes of Study.

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Art and Design & Design and Technology

We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. We include the development of art skills and knowledge in our curriculum along with children learning about significant artists both past and present. Children take their art sketch books up with them through KS2 to support them with building on their art skills and knowledge.

Our Design and Technology lessons encourage children to design and make their own products. We explore the whole design process by exploring a diverse range of designers and products that already exist. We design our own and evaluate our work. We link our design products with our Topics where appropriate and ensure we meet the expectations in the Art and Design and Technology programmes of Study.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

Computing and Online Safety

As digital citizens, our children are equipped for a future in a modern world shaped by technology. We use modules from 'Teach Computing', designed by the NCCE (National Centre for Computing Education), as the basis for our Computing curriculum. Children learn to use a wide range of software and hardware, including laptops and iPads, to develop their knowledge within Computing and across the curriculum, alongside 'unplugged' activities to develop understanding of networks and computational thinking. From EYFS to Y6, children progressively build their knowledge and skills in digital literacy, information technology and computer science, including using floor robots, Crumble controllers and software such as Scratch and Logo to develop their coding skills. Our Online Safety curriculum underpins Computing, using resources from Project Evolve to ensure all pupils learn to use technology safely and identify where to go for help and support when they have concerns.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computingprogrammes-of-study>

Modern Foreign Language

As Linguists, children are taught French from Year 3 to Year 6. Our approach is to make learning a new language fun. Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. We follow 'Language Angels' as a teaching tool to deliver the National Curriculum.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languagesprogrammes-of-study>

Music

As musicians, pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies also provide an opportunity to practise singing. Pupils are taught to play instruments and encouraged to play together. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work where appropriate.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmesof-study>

Physical Education (PE)

PE is delivered by a sports coach and a PE Apprentice – this is overseen by the PE Lead. Our PE sessions will be both indoor and outdoor for all children. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and

to develop simple tactics for being an effective team member. Swimming is introduced to the timetable in Year 4.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHE

PSHE, or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our teaching we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We enable our pupils to understand the British democratic process and how to affect peaceful changes in society. We deliver PSHE and RSE through our Jigsaw programme of work, and Protective Behaviours through 'Taking Care' a preventative Education programme.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education and British Values

Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are predominantly Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They also develop their own beliefs and values. In addition, we share and celebrate religious celebrations through assemblies.

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-nonstatutory-guidance-2010>

History

We provide children with a rich history curriculum. Many History objectives from the National Curriculum are delivered through Topics which encourage children to work as Historians. They are curious and inquisitive and explore sources to answer historical questions. They build on their chronological understanding throughout their school experience and we provide opportunities to bring history to life through visits and visitors to school.

History National Curriculum Programmes of Study

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

Geography

As Geographers, children revisit key Geography skills across the curriculum, where links can be made but also through specific Geography topics. Our curriculum is mapped to allow children to initially focus on their local area and progressively broaden their geographical locations to learn about (in line with the National Curriculum) and revisit key skills and knowledge at the start of each Topic. We endeavour to bring Geography to life through educational visits, technology and visitors.

Geography National Curriculum Programmes of Study

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf

The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Sending home a weekly newsletter
- Holding regular Parent's Evenings and parent events
- Inviting parents into school to share in their child's learning
- Holding parent workshops where we explain teaching and learning strategies;
- Annual report at the end of each academic year

EYFS Impact statement

In the Early Years at Henley Green, we gather assessment information at different stages throughout the year to allow us to sustain a strategic overview of progress to support children to achieve a 'good level of development' in the Early Learning Goals alongside meeting our key outcomes.

These planned assessment opportunities allow us to ensure that we are closing the gap between Henley Green and National and identify strengths and gaps within and across each area of learning. We react to our assessments to improve the quality of our Early Years provision, making necessary adaptations to our curriculum, provision and teaching approaches to achieve the best outcomes for our children.

When gathering evidence, we focus on what the children have learned and the progress they have made. Evidence is collected in a variety of ways including class assessment folders, an online learning journal (Tapestry) and daily interactions with the children. This allows us to establish a best fit judgement about each child's stage of development. Staff are encouraged to keep manageable and useful evidence and are not required to collect unnecessary evidence. As part of this process, we involve parents and other professionals such as the health visitor, school nurse and our family support team.

Our judgements are supported by using the 'Development Matters' checkpoints and adults' professional knowledge of children's development. We have planned team moderation opportunities and regularly reflect on whether additional training and support is needed for staff. These judgements identify whether children are 'on track' or 'not on track' for their stage of development.

To support our children to make a successful transition into Year 1, we ensure our Year 1 teachers have a fully rounded picture of development of each child and use this to plan an effective year 1 curriculum. This is done through thorough transition meetings between Reception and Year 1 staff where a record of each child's outcomes against the 17 ELGs is

shared, alongside additional information including identified barriers to learning and successful strategies to support them to overcome these barriers.