



# Handford Hall Curriculum Handbook

## Curriculum Intent

Our approach to the curriculum is to provide the highest quality provision, tailoring it to the pupils' diverse needs and utilising the skills of all our staff, to inspire all our pupils and provide them with the variety of learning opportunities to help them achieve their full potential.

Resilient

Curious

Articulate

Creative

# Science

## Enrichment

Our engagement with the local environment ensures that pupils learn through varied and first hand experiences of the world around them. Through various workshops, trips and interactions with experts and local sixth forms and charities, pupils have the understanding that Science has changed our lives and that it is vital to the world's future prosperity.

## Intent

At Handford Hall we are passionate about all scientific matters and believe that this is evident in our delivery of scientific content. We believe that Science develops a set of specific skills that allows students to make informed decisions that help them both fulfil their own potential and help those around them.

We understand that **all our pupils** are naturally curious and we encourage this inquisitive nature by helping them to frame questions within topics so they can test and evaluate ideas. Pupils are given the opportunities through topics and investigation to progressively deepen their knowledge of scientific concepts and build up the skills to access that knowledge.

We believe Science should excite pupils' interests, build on their prior knowledge and build their confidence, enabling them to take risks, work out problems and raise further questions. It should encourage positive attitudes and shape articulate learners who are able to explain what has been learnt and how.

## Implementation

Teachers create a positive attitude to Science learning within their classrooms and reinforce the expectation that all pupils are capable of achieving high standards in Science.

- Science is planned and taught using a progressive approach that enables the achievement of deeper understanding
- Through a wide range of formative assessments strategies, the quality of pupil participation is enhanced
- Teachers use precise questioning in class to test conceptual knowledge and skills, and assess pupils regularly to identify those pupils with gaps in their learning, so that all pupils keep up
- Curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving high quality resources to aid conceptual understanding
- Pupils' knowledge and understanding increases, and they become more proficient in selecting and using scientific equipment
- Pupils become increasingly confident in their growing ability to collate and interpret results and come to conclusions based on real evidence
- Pupils are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover answers.

## Impact

Due to our successful approach to teaching Science, our pupils are engaged in a high-quality Science education that provides them with firm foundations for understanding the world. We use a variety of strategies to evaluate the knowledge, skills and understanding that our children have gained every half term:

- CPD to ensure that teacher pedagogy and assessment is secure
- regular feedback marking and pupil voice feedback
- subject monitoring, including book looks scrutinies
- regular low stakes knowledge assessments, using a range of creative approaches
- Cross-trust moderation to ensure secure teacher judgements (Peer reviews)

# Maths

## Enrichment

At Handford Hall, we take every opportunity to exploit mathematical learning across our curriculum offer. We practise and embed mathematical learning through our computing curriculum, where discrete coding is taught with explicit links to mathematics. Science, Geography, PE and History lessons are also closely planned with maths in mind to ensure children have the opportunity to explore maths through our alternative and creative approach to topics. All children are exposed to open-ended investigations, which are presented through a real life context. In their approach to these tasks, the children learn the invaluable skills of collaborative planning and systematic working. We ensure that mathematics has a particular relevance for our students, and is not just a subject that is taught at school. We explore maths in relation to our locality and conduct our own investigations.

## Intent

At Handford Hall Primary School, we believe that **all of our children** should leave primary education as confident, resilient mathematicians with a deep conceptual understanding of the skills required to approach any maths problem. We understand that a deep grasp of mathematics is essential to enabling greater social equity and mobility.

We want our pupils to be successful not only in their schooling career, but throughout their adult lives. Through carefully designed lessons, our teachers are able to make meaningful connections between content with a high emphasis placed on enquiry. As a result of this, our pupils are encouraged to use critical thinking to find solutions to problems, therefore encountering greater depth within their maths sessions, enabling an easier transition to mastery.

## Implementation

Mathematics at Handford Hall is well planned and sequenced. This ensures careful cumulative coverage – each school year begins with a focus on the concepts and skills that have the most connections, and this concept is then applied and connected throughout the school year to consolidate learning. This gives all pupils the opportunity to 'master maths'; by building on previous learning throughout the school year, they are able to develop conceptual understanding. We believe that our regular arithmetic sessions promote confident mathematical fluency and this, along with times table knowledge, is taught, tested and celebrated across all year groups. We place a large emphasis on reasoning and vocabulary, these skills are built up from EYFS, where interactions are carefully planned to elicit verbal responses all the way up to year 6, where children are expected to provide a written response alongside a diagram or model to explain their reasoning.

## Impact

It is imperative that the children have a secure understanding of each mathematical concept. Teachers and teaching assistants deliver targeted maths interventions and boosters based on assessment of the work produced to ensure that all children are ready to move on.

Children are tested on the content they have been taught after each term and the gap analysis data informs future planning and interventions.

We use PUMA test as a summative assessment to monitor overall progress in mathematics.

# History

## Enrichment

To further develop cultural capital, History at Handford Hall offers pupils a wide range of experiences outside of the classroom environment. These opportunities are designed to develop pupils' learning and their cultural understanding of the world around them. We make the most of our local history, for example, by visiting The Ipswich Museum and Sutton House, West Stow, Sutton Hoo but also the excellent museums that London offers – the Science, British and Natural History museums.

## Intent

Historical study at Handford Hall will be based on five connected concepts: The role of evidence; Evaluating interpretations of History; Assessing significance; Change and continuity; and Questioning cause and consequences.

Pupils will be taught that historical study itself has changed. History is not merely a series of uncontested facts and events but a matter of debate with many standpoints to explore. Pupils will understand and appreciate that curiosity and critical thinking are essential tools for historians.

Skilfully framing questions, delving deeper through historical enquiry and looking at different perspectives are important skills pupils will be taught across the key stages. Pupils will develop a sound knowledge of chronology, of historical periods and knowledge of local, national and international events.

Understanding the past and constantly evaluating it helps pupils to become knowledgeable future citizens. It is our intention to foster a love of History as an academic discipline with huge relevance to the modern world and its future development.

## Implementation

History skills are embedded within all history lessons and developed throughout their journey of the history curriculum. By the end of their primary education pupils at Handford Hall will:

- Have a chronological understanding of British history from the Stone Age to the present day.
- Be able to draw comparisons and make connections between different time periods and their own lives.
- Be knowledgeable about world history such as the ancient civilisations
- We have a project based approach to learning with an emphasis on the people and communities in our local area. Pupils learn through enquiry based learning opportunities to gain a greater understanding of our local area. Teachers plan and create engaging and informative teaching and learning opportunities, which take into account prior learning, plan for opportunities for assessment and identify suitable next steps.

## Impact

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children have gained in each half-termly unit:

- CPD to ensure that teacher pedagogy and assessment is secure
- regular feedback marking and pupil voice feedback subject monitoring, including book scrutinies
- regular low stakes knowledge assessments, using a range of creative approaches
- Cross-trust moderation to ensure secure teacher judgements.

# English

## Enrichment

Our children are given every opportunity to participate in a wide range of learning experiences beyond their classroom. These experiences including trips to museums, the theatre, adventure centres and community projects provide children with stimulating real-life experiences to pin their reading, writing and speaking development to. They will meet and work with authors and build their knowledge of literature. English learning is practised and embedded across the curriculum. Speaking and writing outcomes draw from knowledge gained in other subjects and English skills are used to enhance learning elsewhere. Children learn to collaborate and learn from each other to achieve outcomes.

## Intent

At Handford Hall, we want **all our children** to leave us as fluent speakers, readers and writers. Children are empowered by a high-quality, structured and creative English curriculum, including Oracy, so that they can communicate not just ideas, but also emotions to others. They understand that there are different purposes and audiences and can adapt the way they communicate according to these.

Children develop as passionate readers, where reading is used not just to develop their subject-specific knowledge, but widen their understanding of their own and other cultures and societies, build their emotional intelligence and grow their imagination. Children will experience the shared reading of a broad range of texts and be motivated to read widely both inside and outside of school. They will build a strong understanding that reading is for gaining information across the curriculum and for pleasure.

Teachers will directly teach ambitious vocabulary drawn from the books and texts read, as well as the wider curriculum and the world around them so that children have a wide vocabulary when they enter secondary school and are able to make connections between texts, their lives and the wider world. Children's strong understanding of grammar and transcriptions skills enable them as confident writers.

## Implementation

At Handford Hall, teachers share their love of reading within and outside of their classrooms. Children are read a wide range of texts to build knowledge and for pleasure, and are taught to write for a range of purposes and audiences with strong links across the curriculum and to local and global issues and current affairs. Reading is brought to life through experiences and the use of technology, which provide children with rich experiences to discuss, make links and share and build upon previous knowledge. A rigorous programme of systematic synthetic phonics provides children with a tool to decode, before building fluency and the ability to comprehend and question independently. As children move through the school, they are taught to retrieve, summarise, infer, predict, discuss meaning and make comparisons and links.

## Impact

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Reception to Year 6:

- CPD to ensure that teacher pedagogy and assessment is secure
- Regular feedback marking and pupil voice feedback
- Subject monitoring, including book scrutinies and learning walks.
- Regular low stakes knowledge assessments, using a range of creative approaches
- Cross-trust moderation to ensure secure teacher judgements.
- PIRA tests to support our teachers' assessment.
- Half-termly phonics and reading assessments to ensure our children are provided with appropriate challenge and support.

# Geography

## Enrichment

We maximise children's Geography learning through providing them with a range of rich, memorable experiences. These include: field trips to local parks, reservoirs, canals and museums; links with local businesses and people, e.g. visits to our local market; visitors and workshops in-school, e.g. Eco-Active recycling workshops; trips beyond Suffolk, e.g. Year 6 trip to Norfolk, regular trips to London.

## Intent

Reflecting the importance of global changes affecting the world in which we live, it is our intention that the study of Geography encompasses these issues. Geography will help **all our pupils** to raise and answer questions about the Natural and Human worlds. It will enable pupils to think critically about the impact human activity has on the natural world, cities and population amongst others. It will spark pupils' curiosity about places and people. It will promote knowledge, interest and fascination about diverse places, their differing natural geography, human environments and resources.

Geography at Handford Hall will help pupils to become knowledgeable citizens, concerned about the future of the world, able to understand key geographical concepts and skills and aware of the connections that exist between people and places.

## Implementation

Through the 2014 National Curriculum framework, Geography at Handford Hall is taught using a topic based curriculum and aims to ensure that all our pupils:

- to participate in fieldwork activities which promotes geographical knowledge and understanding by bridging the divide between the classroom and the real world
- have the opportunities to work in a supportive and collaborative learning space which fosters investigative and enquiry based learning
- to be able to use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 and through to KS2
- collect, analyse and present a range of data, gathered through experiences of fieldwork, to deepen understanding of geographical processes
- use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs
- are able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- participate activities which promote a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment.

## Impact

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children have gained in each half-termly or termly unit:

- CPD to ensure that teacher pedagogy and assessment is secure
- regular feedback marking and pupil voice feedback
- subject monitoring, including book scrutinies
- regular low stakes knowledge assessments, using a range of creative approaches
- Cross-trust moderation to ensure secure teacher judgements via Peer reviews (introduced and led by Handford Hall)

# PE

## Enrichment

At Handford Hall, we aim to provide a variety of sporting opportunities. We provide a range of PE-related activities for children before school, during break time, lunchtimes and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas and specific sports. These sporting clubs change each term in the school year. In addition, outside providers offer sports clubs after-school. As well as sporting opportunities within the school community, the schools also enter partnership and county sporting events. The children have opportunities to competitively play in a range of sports and activities. These experiences allow for children to apply their sporting skills, develop team skills and learn how to play competitively.

## Intent

At Handford Hall, we know that P.E. is an integral part of our curriculum. We believe that the subject inspires all pupils to succeed and excel in physically demanding activities and helps them to become confident in a way, which supports their health and fitness throughout their lives. Therefore, we believe that our children should be physically active every day, whether through daily physical activity, P.E. lessons, break times or extra-curricular activities.

At our school, we also believe that children should have the opportunity to compete in sport and other activities that build character and help to embed values such as teamwork, fairness and respect. We fully adhere to the aims of the National Curriculum for physical education to ensure that all children: develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

## Implementation

PE is taught at our school as an area of learning in its own right as well as integrated where possible with other curriculum areas. It is taught through a minimum of two PE sessions per week. We teach lessons so that children: have fun and experience success in sport; have the opportunity to participate in P.E at their own level of development; secure and build on a range of skills; develop good sporting attitudes; understand basic rules; experience positive competition; learn in a safe environment; and have a foundation for lifelong physical activity, leaving primary school as physically active.

## Impact

In order to evaluate the impact and effectiveness of our curriculum, we support teachers in their understanding of the expectations of the National Curriculum so that they are confident assessing pupils in every session taught. We use CPD to ensure that staff have a clear understanding of pupils' next steps so they are able to plan and deliver lessons that respond to the individual needs of their pupils. Regular learning walks, pupil perceptions and lesson observations help our leaders maintain our high standards.

## Enrichment

Children at Handford Hall are given many enriching opportunities as part of the wider religious education curriculum. Trips to places of worship, as well visits from religious leaders provide the children with a wealth of experience and opportunities, which complement and support the learning, which takes place in class.

# RE

## Intent

The religious education curriculum at Handford Hall is designed to reflect the diversity of our community. Through learning about major religions and philosophies, children are able to develop a critical and respectful understanding of important religious and moral issues.

We believe that quality-first RE teaching can help to instil children with a better and more holistic understanding of modern British values, such as diversity, tolerance and respect.

At Handford Hall, we believe strongly in the importance of developing children's appreciation of how different religious beliefs have helped to shape the society and communities in which we live.

## Implementation

The implementation of religious education at Handford Hall is concerned with the six major world religions: Christianity, Islam, Hinduism, Sikhism, Judaism and Buddhism. Children learn about each religion over the course of the academic year. This allows the children to build on their previous learning, as they move from one school year to the next.

There no presumptions made as to the religious backgrounds and values of the children and staff, and we therefore ensure that all children receive the same experience of religious education during their time at our school.

## Impact

We use a number of different strategies to assess the impact of religious education at Handford Hall.

Teachers use varied and robust forms of formative assessment to track progress throughout a topic.

These low stakes assessment methods allow children the opportunity to reflect on their learning and develop their understanding.

Regular monitoring of books, planning and pupils' voice ensure the standard of religious education teaching remains consistently high.

## Enrichment

# PSHE

Our enriched curriculum offers pupils a wide range of opportunities to develop into responsible, well-rounded citizens through inspirational visits and visitors, regular sharing assemblies and parent workshops.

### Intent

The PSHE curriculum at Handford Hall develops the resilience, focus, enquiry and creativity of pupils in order to prepare them to face the challenges that life presents. Pupils are taught about making positive choices and positive choices are recognised and rewarded regularly.

Building positive and respectful relationships with those around you is central to the way in which our schools create a strong, supportive school community.

Our teachers set out to instil a strong sense of empathy in the pupils by starting from a position of empathy themselves. We seek to understand the challenges that pupils face as a way of building their resilience through positive reinforcement of their successes, achievements and individuality.

We aim to give pupils a genuine sense of their place in the world, both on a local level, a national level and, ultimately as part of a global community.

### Implementation

The PSHE curriculum is delivered through a combination of dedicated PSHE lessons, assemblies including oracy assemblies and enrichment opportunities.

The values that we believe in are constantly reinforced through our positive behaviour system and through the planning of engaging sequences of learning that link to issues in the world and in our communities.

Many of the texts that pupils study are chosen to elicit discussions about the emotions of characters as a way into pupils being able to discuss their own issues and concerns.

### Impact

The impact of our enriched PSHE provision is the development of well-rounded pupils with a strong sense of ethics and values.

Pupils at our school understand the importance of positive interaction with all members of our diverse school community and the responsibility that we all share to create a harmonious and purposeful environment.

The positive behaviour system has instilled a strong sense of what it means to be a good learner and a positive member of the school community. By tapping into issues in the world, our pupils can also see the wider impact that they can have through their voices and actions.

# Computing

## Enrichment

Children at our school are given enriching opportunities as part of the wider computing curriculum. Our additional provision includes for example a coding workshops run by the local BT firm where children with interests in computer science are able to further pursue their passions with code and robotics. We also run Most Able pupils' sessions across our trust. Relationships with local companies allow us to invite specialists in to meet with children and inspire them to consider a career in computing.

## Intent

The computing curriculum at Handford Hall Primary School is designed to progressively develop children's skills in computing. This takes place through combining both cross-curricular and discretely taught lessons. We aim to develop children's computational thinking skills, knowledge of computer science concepts and application of digital literacy skills. Our children use information technology to create digital content that enables them to express themselves and develop their ideas as active participants in a digital world.

Underpinning our approach is a commitment to the teaching of how to use technology safely and respectfully. Learning and teaching within the computing curriculum empowers children to become digitally confident in their daily lives, which helps to prepare them to become independent users of technology beyond the classroom.

## Implementation

Teachers at our school have good computing subject knowledge that enables them to plan engaging learning experiences that develop digital understanding and reasoning.

We have designed a computing curriculum that creates opportunities for skills to be applied across a wider range of subjects, giving pupils ample opportunities to practise and refine their skills. We use the 'Switched on' scheme of work to support the computing curriculum we deliver. This ensures that there is a progression of knowledge and skills that the children can build on each year within the computer science aspects of the curriculum.

## Impact

Handford Hall teachers' high expectations, enthusiasm and passion about computing inspires and motivates pupil. As a result, pupils demonstrate excellent understanding of important concepts in all three strands of the computing curriculum and are able to make connections within the subject. They have highly developed transferable knowledge, skills and understanding.

Teaching and learning empowers pupil to be content creators, not just content consumers. Pupils across the school show high levels of originality, imagination, creativity and innovation in their understanding and application of skills in computing.

# Art and DT

## Enrichment

At our school, we maximise children's art and design learning by providing them with a range of rich and memorable experiences. Reflecting a thematic approach, we offer our pupils an extensive range of planned opportunities, for example, learning from expert artists or designers, participating in bespoke workshops or visiting galleries, locally and outside Suffolk. Working collaboratively with the local community, pupils gain an insight into joint ventures (Elmer - Ipswich based project), working within industry and the local environment.

## Intent

Art and Design embody some of the highest forms of human creativity. At Handford Hall Primary School, it is our intention to offer **all pupils** a high-quality art and design education that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils make progress they will be able to think critically and develop a more rigorous understanding of the fundamental attributes of an artist or designer. We encourage high achievement through our provision of quality teaching and learning experiences.

Through exploration our pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation and the impact it has on contemporary life and that of different times.

## Implementation

Art and Design within our school is taught using a thematic curriculum from the Early Years through to the end of Key Stage Two and aims to ensure that all our pupils remember long-term art content they have been taught and integrate new knowledge into larger ideas. Leaders provide effective support for those teaching outside their main areas of expertise and as a result, teachers have good knowledge of the Art and Design curriculum.

The artwork given to pupils is demanding and matches the aims of the Art and Design curriculum and is coherently planned and sequenced. Teachers present content clearly, promoting appropriate discussion and ensuring pupils can evaluate the work of world artists and designers they have studied. They check pupils' understanding of how to use art and design as a means of self-expression, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their art teaching as necessary.

## Impact

Our teachers use a variety of strategies such as regular and consistent feedback, coherently planned and demanding learning experiences and the use of individual sketchbooks and folders to evaluate the knowledge, skills and understanding that our children have gained in art and design during each half-termly unit.

As a result, pupils develop detailed knowledge and skills across the art and design curriculum and achieve the best possible outcomes producing work of a high quality.

Our pupils are equipped with the essential art and design knowledge and skills needed for the next stage in their education and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations.

## Enrichment

Children at our school are given enriching opportunities as part of our wider curriculum, including regular International Days.

## Intent

At Handford Hall Primary School, where majority of children already speak at least 2 languages, we believe that learning any additional language is full of rich opportunities.

Our intent is for children to develop a practical knowledge of a modern foreign language, enabling them to express their thoughts and ideas in a different way.

Learning a second language offers the chance to explore relationships between language and identity, develop a deeper understanding of another culture and improve overall attainment.

## Implementation

We are committed to implementing this vision following national curriculum guidelines. To make sure our children Furthermore, children develop their understanding of the language through practical and challenging lessons, including the use of videos, songs and rhymes.

Our MFL curriculum is designed to progressively develop children skills in languages, through regular taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

## Impact

The impact of our language programme will be to not only create a sense of belonging to the wider world, but to also equip children with vital skills and prepare them for future opportunities in modern life.

Our children are encouraged to understand the relevance of what they are learning in languages and how it relates to everyday life and travel. Also how it could help them in another country or to talk to a French speaker.

Teachers foster an enjoyment of languages through a variety of lessons including interactive, singing and outdoor lessons. Progression through a topic should be evident in the development of key skills and acquisition of main vocabulary.

The learning challenges used, to plan and teach MFL, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. This information is recorded and monitored by the co-ordinator.