

Values led and mastery driven

## HEARTS CURRICULUM



HEARTS ACADEMY TRUST

The Wickford Church of England School



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## The HEARTS curriculum

HEARTS schools share a curriculum which they plan and resource together across the schools. The themes and content are based on the HEARTS values. **To see the HEARTS values - [click here](#).**

We use the expertise of all of our staff to plan and review the whole curriculum each term so that the strengths of all staff are used for the benefit of all pupils in all of our schools. We focus on positive hopeful themes which support our children to develop excellent personal, social and emotional skills. Healthy and resilient attitudes and behaviours will set them up for the challenges and joys of their childhood and their lives well into the future. We believe that attitudes, skills and behaviour learned at primary school stay with pupils for life. These are the most important years and we plan rigorously to ensure our pupils are ready for a diverse and increasingly changing world. We believe the HEARTS values encompass those key skills and attitudes needed to be successful now and in the future. The HEARTS values also encompass British values in the approach to the curriculum including democracy, respect, the rule of law and acknowledgement of rights and responsibilities.

The curriculum is based on exciting subjects, visits and expert visitors with a theme of questioning and thinking running through all learning. The full range of primary subjects is taught but it includes Spanish, global education, formal general knowledge lessons which develop vocabulary, and knowledge of key themes in the humanities as well as specific topics which prepare vocabulary for new topics.

The school runs a House system which encourages community loyalty, improved circles of friendship and responsibility. House events include sports, quizzes and a house point system which is celebrated weekly. This sense of community develops pride, respect and care. The curriculum is based on the key mission statement of Happiness, building self-esteem and confidence, achievement being celebrated across a range of curriculum areas, respect and responsibility, truth in relationships and behaviour, and spirituality and service encouraging a reflective attitude to everything, including our mistakes and errors as well as an innate desire to serve the community and those around us. This expectation of self-reliance and high achievement across a range of areas and not simply basic skills supports the development of high self confidence in all pupils and thus a relentless approach to improvement by all.

We also invest much of our time and resources in developing pupils' basic skills. These are speaking and listening, reading, writing and maths. They include the specific teaching of vocabulary and the relentless pursuit of the mastery of phonic awareness in reading and use of these skills in spelling and writing. This includes in the Early years of pupils' education where these skills are taught and acquired quickly. Pupils also develop key mathematical concepts with consistent models and images which children use throughout their time at primary school. **For our English and maths policies - [click here](#).**

This mastery approach develops pupils' understanding at a deeper level than acceleration through the curriculum. We also use art to engage all of our pupils in the reflective and spiritual aspects of the curriculum. We have a broad and well balanced curriculum which teaches pupils about diversity, compassion, collaboration, a range of successful people in history including key female innovators and leaders as well as the successes of people from a range of cultures. **To find out more about our values led curriculum - [click here](#)**

## Barriers

Sometimes pupils experience barriers to learning and we remove these wherever it is possible to do so. All pupils are capable of high achievement but some have more barriers than others to acquiring the skills that they need.

At The Wickford Church of England School we have established that the following are key barriers for some of our pupils. We review these barriers annually to ensure that curriculum and provision is fit for purpose.

**On entry the key issues for some of our pupils in this context are**

**Barriers to learning (bullet points)**

- The great majority of children start in the Foundation Stage with skills and understanding that are below and, for some, well below, the standards expected for their age. Challenges to overcome in speech and language including small vocabularies and poor language skill on entry to school.
- Individual self-belief. Some pupils because of their limited experiences, struggle with the expectations that school places on them particularly related to their social and emotional development but also do not have access to on-going experiences and support which allow language, self-confidence and emotional resilience to develop. A sense of aspiration and drive to succeed is key.
- Minimal experiences of people different to themselves and understanding/acceptance of equality and diversity resulting in barriers to collaboration.
- Parental engagement with learning and the school could be stronger.
- Personal and social development/the management of relationships are areas that we focus upon to close gaps in learning.

**These barriers are removed in the following ways through the curriculum but also through practical help and support provided to families to enable them to support their children through difficult times. Brief examples of this feature below.**

Barrier	Curriculum measures examples	Other support
<p><b>Speech and language</b></p>	<ul style="list-style-type: none"> <li>• High quality teaching including training, coaching, support and professional development for student and new teachers through our teaching school lead by experienced and skilled directors of learning and lead practitioners. This is so that all pupils every year receive high quality teaching and there is no variation in quality for pupils as they progress through their primary schooling</li> <li>• The teaching of vocabulary and mastery of new words to give depth and skill to pupils when speaking and writing is part of all lessons. New vocabulary is taught in all lessons in all year groups in all subjects and forms part of the planning process each week and in termly reviews. For example, in the Autumn term cycle B the topic of “Here come the aliens” included “planet”, “comet”, “galaxy”, “universe”, and “solar system”. This vocabulary is accessible to parents through the dojo app.</li> <li>• <b>A specific focus on sentence structure with oral rehearsal prior to writing and support for scaffolding language.</b></li> </ul>	<p>1.b Early Years pupil premium funds (the funding provided for disadvantaged pupils in the early years) pays for speech and language expertise so that young pupils in the pre-school receive appropriate support for language development.</p>

<p><b>Self belief and agency/developing aspirations, role models and diversity. Positive mental health and well being.</b></p>	<p>The HEARTS curriculum is built on values including happiness and hope, confidence and self-belief, Achievement across a range of subjects, skills and attitudes, respect and responsibility, truth and service and spirituality. These values are taught through inspiring role models from a range of cultures, ethnicities, gender and backgrounds. <a href="#">See curriculum overviews here</a></p> <p>All pupils should have access to a wide and varied curriculum so that knowledge, good language skills and personal agency is not restricted to the most privileged. For example, this year our pupils have or will....</p> <ul style="list-style-type: none"> <li>- Been on a school sleepover, a residential visit in year 2</li> <li>- Attended the theatre</li> <li>- Had a visit from an Olympic athlete</li> <li>- Learned dancing from across the globe from a male dancer</li> <li>- Learned to play the djembe drum as part of the music curriculum and SMSC provision</li> <li>- Been to the zoo</li> <li>- Attended several cake sales</li> <li>- Visited the natural history museum in London, the London Tower.</li> <li>- Met with Finnish teachers through the TSA Erasmus project</li> <li>- Visited a synagogue and a Cathedral</li> <li>- Received talks from members of different faith communities</li> <li>- Taken part in cross trust sports events</li> <li>- Been involved in enterprise programmes</li> <li>- Engaged and developed relationships with Village Africa, our charity focus in Tanzania</li> <li>- Safety of our pupils is a prime concern. The following specific curriculum opportunities have been provided this year and are planned for next</li> <li>- e safety training for all staff, pupils, governors and trustees and parents through the Breck foundation</li> <li>- child protection training for all staff and LAB members</li> <li>- PSHE units on staying safe and managing risk.</li> </ul>	<p>All pupils attend all trips. All absence on these days are unauthorised unless there is severe illness and a doctor's note. Trips are heavily subsidised. <a href="#">See pp statement.</a></p> <p>Role models provided through our visits and teaching programmes include male role models teaching drumming and dance. We provide the following after schools clubs to raise aspirations and ensure that places are targeted at the most disadvantaged: academic based subjects: travelling through time, reading. Skipping, yoga, Hoy Space, choir and multi skills.</p> <p>Attendance at the wraparound care is without charge for disadvantaged families. <a href="#">See pp statement.</a></p> <p>The school provides a counsellor to parents, pupils and staff to ensure good mental health is prioritised.</p>
<p><b>Digital communication with parents</b></p>	<ul style="list-style-type: none"> <li>- Dojo and tapestry provide updates daily to parents on whole class and individual achievements. They receive postcards, texts and newsletters which celebrate attendance, Parents do not need to attend school for any of these communications.</li> <li>- Congratulatory newsletters and postcards are sent for improvements and good attendance.</li> <li>- Recent engagement on Dojo/Tapestry demonstrates that 100% are engaged in their pupils' learning on line.</li> </ul>	<p>We work closely with other agencies where engagement is limited, attendance is poor and not improving. Additional afterschool clubs are provided to support children where that given from home is limited. Clubs such as reading, maths and English.</p>

<p>Personal and social development/the management of relationships are areas that we focus upon to close gaps in learning.</p>	<ul style="list-style-type: none"> <li>- PSHE taught lessons – managing feeling, behaviours and building relationships.</li> <li>- Bubble time - supporting children with aspects of personal development.</li> <li>- Focus groups at playtime, learning the skills of play and managing feelings when play does not go to plan. Learning how to socialise, share and turn take.</li> <li>- Hot seating as story characters, in role explaining and exploring thoughts and feelings.</li> </ul>	<p>School counsellor time where needed, supporting staff, families and children.</p>
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