



INTENT	School Vision				School Values								
	At Hyndburn Park, children are at the heart of all that we do. We hope to inspire, nurture and encourage everyone to aim high, work hard, and fulfil their potential. We promote a love of learning, and encourage everyone in school to become, and remain, independent, confident, thoughtful and considerate members of society, able to make well-informed decisions. We aim to make learning fun, and to celebrate every success along the way. We hope to instil in each person, the desire to become the very best they can.				We are all differently EQUAL. We TRUST each other. We behave with HONESTY and INTEGRITY. We treat each other FAIRLY and with RESPECT. We BELIEVE in ourselves and in each other.								
	What we want for our children												
Enable children to become independent and confident learners, help children to develop positive relationships with others and work collaboratively , show respect for all races and cultures, encourage children to respect the ideas, attitudes, values and feelings of others, enable children to understand their community and help them feel valued as part of the community, help children grow into reliable , independent and positive citizens in 21 st century Britain, develop children's ability and confidence in using today's technology, and being prepared for technologies of the future, encourage children to take pride in their work and the work of others, help children achieve their full potential in terms of academic progress, aesthetic appreciation, moral, social, cultural and spiritual awareness.													
IMPLEMENTATION	Approaches to learning												
	Access to high quality teaching allowing for all learners to exceed their given starting points, relevant and personalised curriculum providing breadth and depth , challenge and progression built in throughout the curriculum, on-going assessment, both formative and summative, provides children with knowledge of how well they are doing as well as making explicit their next steps , regular discussions with an adult about their learning through learning conferences, ensures that children are constantly taking ownership of their own learning, skills are built up throughout each unit, and cross-curricular learning is crucial in order for children to practise their skills from English, mathematics and computing across the curriculum, all adults and members of the school community are good role models for the children through their exchanges with them, modelling effective speaking and listening skills and encouraging positive interactions at all times, ensuring that children are surrounded by excellent examples of behaviour , standards and high expectations .												
	Areas covered (threaded throughout the curriculum are opportunities for outdoor learning)												
	English	Mathematics	Science	Computing	PE	Art and Design	Design and Technology	History	Geography	Music	French (MFL)	PSHCE	RE
	Specialist Roles												
	Leading Literacy Teacher, Leading Mathematics Teacher, Associate Adviser for LCC, Talk Boost trained staff, National Award for Special Educational Needs achieved by two members of staff, Lead Safeguarding Hub, Honorary Teaching Partner (HTP) in Computing												
	Clubs on Offer												
	Football, netball, garden gang, eco-club, kick-boxing, gymnastics, Fantastic Book Awards (FBA), multi-sports, sports leadership, homework												
	Needs of Pupils												
	Autism, SPLD, MLD, SLCN, ADHD, SEMH, dyspraxia, hearing impairment, visual impairment, multi-sensory impairment, physical disability, epilepsy, allergies												
	Interventions												
Speech, language and communication, fine motor, gross motor, memory skills, social skills, friendships, outdoor learning, handwriting, reading comprehension, next steps (in class and out), phonics, transition													
Opportunities for SMSCD													
In order to extend and enrich children's vocabulary, as well as expanding their cultural capital, every child in school will be provided with essential experiences to complete by the time they leave Hyndburn Park at the end of Year 6 (see Park Pledge for more details), carefully planned themes for assemblies, PSHCE and RE curriculum tailored to meet needs of children.													
Enrichment Visits / Visitors													
All curriculum experiences planned for the children are well thought through with the starting and end stimuli for each theme designed to fully engage and enthuse every single child. All children will have access to a wide range of experiences from nursery to Year 6 in the form of visits outside of the school environment, as well as visitors in school that will enhance children's learning experiences. Visits and visitors include: Sports Centre, Spring Wood, pantomime visit, artist visits into school, Skipton Castle, Imperial War Museum, Brockholes, Samba music, visit to the Lake District, Lightwater Valley, Chill Factore, Victorian visitors, Haworth Art Gallery, Local visit around Accrington, African drumming workshop, walk along the canal, visit by the Vikings.													
School Awards													
Step into Quality Award (EYFS), Step into Mathematics Award (EYFS), Lancashire Quality Award in Early Years Pedagogy (EYFS), Bronze Kite Mark (PE)													
IMPACT	Standards				Well-being				Personal Development				
	Children's starting points on entry to school are significantly below national expectations. By the end of KS2, standards of attainment have risen to become at least in line with, and sometimes above, the national average in writing and mathematics. <i>Measured through:</i>				Children enjoy learning and coming to school. <i>"Pupils really enjoy coming to school. They are enthusiastic about their learning and they value the help and support that they receive from their teachers and other adults."</i> OfSTED 2017. <i>Measured through:</i>				Children demonstrate that they are able to fulfil the school vision and values in their learning and behaviour around school. Children throughout school are engaged, ready to learn and excited about learning. <i>Measured through:</i>				
	Internal data tracking in R, W and M, work scrutiny, environment walkthroughs, lesson observations, termly moderation across the school, year group meetings, subject leader meetings, data in foundation subjects.				Pupil discussions, feedback from the learning mentors / inclusion team, close monitoring on CPOMS.				Pupil discussions, School Council feedback through meetings and reports, regular class council meetings, feedback from the Stay Safe Squad, input from class teachers at year group meetings.				