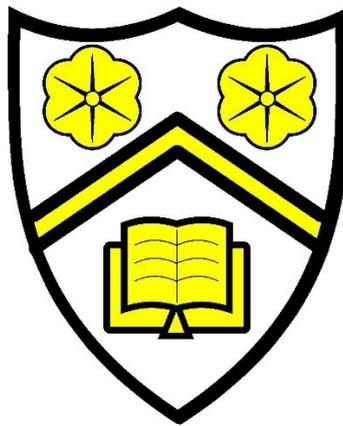


Whitehill Community Academy

Curriculum statement



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
Mr. R. Hepplestone	September 2017	September 2018
Mr. J. Armitage	September 2018	September 2019



WHITEHILL COMMUNITY ACADEMY (3-11)
'Opening minds, unlocking potential and celebrating success'

Curriculum Statement 2018 - 2019

At Whitehill we aim to:

Provide a curriculum where children feel motivated and excited, where all are included and valued, to create learning environments accessible to all. The children will experience an innovative and imaginative thematic-based curriculum, which follows the National Curriculum. Our curriculum is broad and balanced to meet the needs of all our children.

Whitehill Ofsted Inspection June 2008:

'The needs of the pupils are always put first. The school's highly inclusive ethos ensures that each individual pupil is valued and challenged to reach his or her full potential. Consequently, pupils thrive. Pupils personal development is strongly fostered by the enrichment opportunities that are built into the vibrant curriculum, which is of outstanding quality'.

'The curriculum makes a major contribution to pupils' personal development. The highly effective links made between subjects strengthen the quality of the curriculum and make it far more meaningful to pupils. Extra-curricular provision is outstanding. Regular visits, visitors into school and residential visits enrich this already exciting curriculum and make the school a place where pupils really do want to be. Within the curriculum there is provision very well-tailored to meet the needs of vulnerable children'

Curriculum philosophy and vision

At Whitehill the 8 secrets to a child's success are: to try new things, work hard, concentrate, push themselves, use their imagination, continuously improve, understand others and never give up.

What the Whitehill staff believe:

<p>What do our children need ?</p>	<ul style="list-style-type: none"> • A positive whole school ethos with a culture of openness • A broad and balanced curriculum • An exciting, Thematic-based curriculum • Well-resourced themes with an emphasis on the use of ICT • Quality subject delivery through themes • Variety of learning styles • Literate and Numerate children with a focus on speaking and listening and communication technology • A sense of belonging with boundaries • Clear targets for Learning • To be heard through pupil voice and through Restorative practices • To feel safe and secure with a development of self-esteem and moral values • Rewards assemblies • To be Healthy fit children • Develop a range of communication skills
<p>What does our community need ?</p>	<ul style="list-style-type: none"> • A welcoming Academy with an open door policy to remove barriers • Clear communication at different levels e.g. Newsletters, Website, Social Media (School App, School FaceBook page, School Twitter account), etc. • A balanced curriculum reflecting our diverse society acknowledging British values • Positive community links through the development of the Extended school • Parental involvement at all levels • Visitors and community invited to the Academy • Visits linked to themes making maximum use of the local area and

	<p>people</p> <ul style="list-style-type: none"> • The development of a Global school • To be consulted at different levels using questionnaires, etc.
What do we value in education ?	<ul style="list-style-type: none"> • That all children come first, second and third and all are equally valued • A whole school approach to working as part of a team at all levels • An inclusive education with clear expectations with an emphasis on high standards throughout the Academy • A rich, diverse and inspirational curriculum which celebrates learning and teaching • Children are switched on by their learning and they enjoy coming to school • Children who concentrate, behave and are enthusiastic to learn • The development of emotional intelligence • The continuous development of the pupil voice • The removal of barriers to learning • The use of varied teaching and learning styles • The creative curriculum and the emphasis on the skills based approach • Take full advantage of the use of ICT throughout the curriculum • That much learning does take place beyond the classroom
Where is our Academy ?	<ul style="list-style-type: none"> • We are a forward thinking Academy which continuously reviews and evaluates performance to ensure that standards are at the heart of all that we do • Making good progress and strives to maintain an 'Outstanding' provision • We have an innovative and inspirational curriculum which captures the imaginations of our children which provides the time to generate high quality work • We value our pupils' achievements both personally and academically • We raise expectations and achievement by carefully tracking our children's academic progress and linking this to provision mapping and the Inclusion register • We are proud to be a Global School • We are truly an award winning Academy • We encourage reflective practitioners

OUR CURRICULUM HAS THREE MAIN STRANDS

- 1. The educational purpose – Established content (What we need to teach and what is statutory based on the National Curriculum).**
- 2. Imagination and originality – Delivery (How we organise learning and how we engage and inspire the children).**
- 3. Educational Value – Measuring impact (What will we assess? How we will assess?)**

WHAT DRIVES OUR CURRICULUM?

Successful learners who:

- have the essential learning skills of literacy, numeracy and information and communication technology;
- are creative, resourceful and able to identify and solve problems;
- have enquiring minds and think for themselves to process information, reason, question and evaluate;
- communicate well in a range of ways;

- understand how they learn and learn from their mistakes;
- are able to learn independently and with others;
- know about big ideas and events that shape our world;
- enjoy learning and are motivated to achieve the best they can now and in the future;

Confident individuals who:

- have a sense of self-worth and personal identity;
- relate well to others and form good relationships;
- are self-aware and deal well with their emotions;
- have secure values and beliefs and have principles to distinguish right from wrong;
- became increasingly independent, are able to take the initiative and organise themselves;
- make healthy lifestyle choices;
- take managed risks and stay safe;
- recognise their talents and have ambitions;
- are willing to try new things and make the most of opportunities;
- are open to the excitement and inspiration offered by the natural world and human achievements;

Responsible citizens who:

- are well prepared for the world of work;
- are enterprising;
- are able to work cooperatively with others;
- respect others and act with integrity
- understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their place in the world;
- appreciate the benefits of diversity;
- challenge injustice, are committed to human rights and strive to live peaceably with others;
- sustain and improve the environment, locally and globally;
- take account of the needs of present and future generations in the choices they make;
- can change things for the better;

In order to achieve the above, we teach a thematic-based curriculum throughout Early Years, KS1 and KS2. Each subject is led by co-ordinators who have developed their subject rationale using the National Curriculum and monitor the coverage and the quality of the teaching and learning in the subject through each theme. We also place an emphasis on Computing, PSHCE and British values.

British Values:

At Whitehill Community Academy, we are very proud of our British heritage and promote the celebration of this in many creative ways. We believe that children should develop a strong sense of belonging and responsibility within their local community and the wider community.

The curriculum at Whitehill has been developed using the following: Early Years Foundation Stage, the National Curriculum, SACRE, PSHCE and British values. Enrichment opportunities, extra-curricular activities and the extended school are all a valuable part of the curriculum. Breadth, balance and coverage are ensured through long and medium term planning, jointly undertaken by the subject co-ordinators. Equality of access to all aspects of the curriculum is planned for all pupils including those with individual needs. Day to day assessments inform planning. All of the above is taught through a subject based curriculum throughout the Academy. Mini-themes are developed as appropriate.

Monitoring of work is undertaken between the four classes across the MAT (3 classes per year group at Whitehill Community Academy and 1 class per year group at Wainstalls Primary School) using work scrutiny, planning checks and lesson observations. Assessment tasks for the purpose of formative assessment are identified within planning and contribute to summative assessments communicated to parents and the receiving teacher. Formal annual, as well as statutory, assessments are carried out and resulting data is recorded accordingly to the Academy assessment policy.

In all areas, efforts are made to ensure staff and pupil awareness of staying safe, and such issues are further developed in the Academy's Health and Safety policy.

Children are encouraged to follow up school work at home and to engage in simple research to support work and to reinforce and extend learning in core and foundation subjects. The development of a positive home/school partnership further enhances the building of reading and language skills which underpin of course everything we do.

The long term Thematic planning grid and Programmes of Study underpins the curriculum within KS1 and KS2. Further differentiation to recognise the needs of pupils is identified within short-term planning arrangements.

The new Code of Practice for pupils with S.E.N.D is followed and a register of SEN maintained and, where appropriate, individual education plans are designed by the Inclusion Assistant Vice Principal (SEND and Inclusion Manager) and the SENCo, in conjunction with the class teacher. This is now seen as a much broader inclusion register where we provision map each child.

The Academy has developed a programme of information technology to support aspects of the general curriculum and incorporates some teaching of specific skills at all levels within the Academy. These have been recognised in our Inclusion Quality Mark, Basic Skills Quality Mark and our Investors in People award.

ICT is an integral tool in the development of independent learning and is supported by our very well resourced independent learning areas. We have achieved the NAACE and ICT Mark.

Other elements of curriculum provision

The Academy delivers a programme of personal, social, health and citizenship education, incorporating a positive behaviour reward programme and collaborative activities to encourage pupils to support and respect younger pupils. We have designated Year 6 Academy Ambassadors and we have a School Council which is made up of children from Year 1 to year 6.

The governing body has also agreed a policy for sex education, and a planned programme is delivered throughout KS2. Arrangements for this are identified in the Academy's Sex Education Policy.

Staff seek to utilise local opportunities to raise awareness of environmental issues such as the canal, nature trails, Churches and museums to enrich National Curriculum provision. We maximise the use of visits and keep costs down for parents by the use of our three school mini-buses.

Pupils within both Key Stages participate in non-residential visits, which support the National Curriculum and personal and social development. The Year 6 children do attend a residential experience.

Whitehill Community Academy has achieved the following external awards: the F.A. Charter Mark and Sport England's Active Mark Gold Award. Calderdale Healthy Schools Award, Arts Mark Gold, Investors in People (Gold), Global school award, Eco-School Award, Basic Skills Quality Mark, Inclusion Quality Mark (Centre of Excellence), Dyslexia Friendly School Award and NAACE Mark/ICT Mark, Third Millennium Computing Award.

Assessment

Assessment at Whitehill falls into two categories:- Formative assessment and Summative assessment. Formative assessment is part of an on-going process that is built into termly planning procedures done by each teacher in each class. Summative assessment takes place at planned times of the year to ascertain development with reference to national norms and the National Curriculum. Standardised tests (PIRA tests for Reading and PUMA tests for Maths) are used on a termly basis.

These provide standardised scores of progress achieved. The progress of individual children is recorded on the school's tracking system, DCPro. The system is facilitated by our Tracking and Assessment Team (EY/KS1 Deputy Head, KS2 Deputy Head and the Vice Principal) which is overseen by the Principal.

We currently operate the DCPro tracking system within life-without-levels. Data from this is presented in a whole school overview and a more detailed individual year group data summary sheet.

Target-setting, for both individual pupils and cohorts of children takes place and is monitored and reviewed regularly at two levels at target setting meetings and at Inclusion Progress team meetings. These meetings take place 3 times per year to ensure progress but also to ensure that provision mapping and interventions are being effectively used.

We have 3 planned parents target setting days in November/December, March/April and June/July which link into our Tracking System.

Reporting Arrangements

We report to parents three times a year on all aspects of the curriculum. Firstly, with an initial report in November/December with targets in the core subjects. Secondly, in March/April, again in all core subjects with new targets if appropriate. Finally, in June/July with a more detailed report and target review.

Monitoring and Evaluation

The Academy is committed to self-evaluation, with particular reference to standards of Teaching and Learning and pupil progress through Performance Management, target setting, work scrutinies and critical self-analysis.

In Conclusion

Our curriculum statement and philosophy must be open to review analysis and change. Children get one chance with Education and our aim at Whitehill Community Academy is to ensure that all children succeed to their full potential.

J. Armitage

September 2018