

Hemingford Grey Curriculum statement 2017-18

This statement, along with our vision statement and our Structure for Learning teacher handbook, forms our policy on teaching and learning.

We are committed to recognising and developing the rich cultural heritage of all members of our school community, along with our desire to broaden the understanding, experiences and skills of our pupils.

We design our learning experiences to maximise impact. We base the content on key, relevant principles in the National Curriculum for Primary Schools as well as our own key principles based on extensive research and monitoring, outlined below.

We have:

- A commitment to ensuring that every child is challenged appropriately and given the opportunity to develop the attitudes, skills and knowledge that will enable them to thrive in the present and prepare them for the future.
- Teachers who ‘put themselves into the shoes’ of children who come here and having done this, entice them to learn.
- Continued rigorous monitoring of teaching and learning to ensure that every child meets the high expectations set for them.

We do this by:

Ensuring that the climate of our school continues to recognise the right of every child and adult to feel safe, happy and challenged by creating an ethos of respect and a love of learning.

An unceasing commitment to developing children’s basic skills in Communication, Numeracy, ICT.

Making learning irresistible by creating active learning opportunities for children to apply these basic skills to authentic problems, with a real audience and with a real purpose.



Making learning relevant by ensuring that our curriculum is threaded with opportunities to learn about spiritual and moral issues, communities and the environment.

Using increasingly high specification, current and inspirational ICT tools to engage and enable children to access and present learning.

Teaching what ‘risk’ in the real world means so that children know how to assess whether there is a risk to their safety and, through this process fully understand the potential hazards in any situation so they know to avoid them.

Our Hemingford Curriculum enables children to apply their knowledge and skills by...

Learning in a variety of ways:

Spaces and Places: Our children learn in a range of locations inside our building, in zoned classrooms and the hall space. They learn outside in our grounds, our village and beyond.

People: Our children learn with teachers, teaching assistants, parents, experts and visitors.

Time: Our children learn any time, any where; they learn regularly and often and we give time to immerse them in learning so it sticks at a deep level.

Approaches: Our children learn through themes and subjects, they contribute to planning and initiate learning.

They learn in the best way for the purpose.

Being active and enquiring learners:

- Our Learning Zones across the school enable the children to immerse themselves in practical, hands on, focussed tasks in a broad range of curriculum areas every day. We expect them to understand the value of learning by undertaking independent learning tasks, achieving these to a high level.
- Our themes are designed to ensure that our children regularly go out into our local and near local areas, learn first hand from experts, and experience life away from home by going on two residential trips during KS2.



Experiencing a range of sporting, musical, arts and language opportunities:

- We have a successful choir
- We have successful sports teams
- We learn French in KS2 and learn about a variety of languages in KS1
- Our children follow an arts skills curriculum and learn from photographers and artists

Expanding their learning capacity:

- Our 6 Rs of learning (Resilience, Respect, Relationships, Risk taking, Reflection, Resourcefulness) develop our children as current and future, independent learners.
- Our focus on teaching children core strands of knowledge in the basic skills, science, history and geography, along with a range of opportunities to apply this knowledge and test it out, makes learning for our children more relevant and purposeful.
- Our themes which are posed as questions, for example 'Is it right to fight?' encourage children to think, to be curious and to raise good questions of their own.