



# Curriculum Policy 2024-2027

**APPROVED AND ADOPTED**

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# Hatch Warren Junior School Curriculum Policy

## 1 Our Curriculum Vision

As a school community, we believe that children should have a happy and productive time at school. Our mission here at Hatch Warren Junior School is to enable the children to achieve all aspects of the school vision and values through the curriculum which we deliver. Our vision is for all children to be INSPIRED, to BELIEVE in their abilities, to PERSEVERE in order to ACHIEVE their best. Our curriculum is designed to promote our values. We want all pupils to become confident and motivated learners, to reach their full potential and become responsible citizens, skilled for their future.

## 2 The Aims of our Curriculum

Our aim is to provide a stimulating learning environment in which each child can develop fully as an individual. We will help all pupils develop their personal and social skills and achieve their full academic potential. We will encourage them to be independent and resourceful whilst also valuing and considering the needs and feelings of others.

Our vision and values tree shows our aims for our curriculum at Hatch Warren Junior School:



Children are encouraged to develop a thirst for learning that will last a life time alongside a positive growth mind set which enables them to rise to challenges. The curriculum enables the children to develop skills and knowledge in a variety of subject areas and to pursue their areas of interest. Our ultimate aim is that children leave the school proud of their achievements, full of positive memories from their time in school and ready for the next stage in their learning.

The school addresses our curriculum aims through specific policies which guide the way the school operates and how the curriculum is delivered.

### **3 Delivery of the Curriculum**

#### **A Broad, Balanced, Diverse and Inclusive Curriculum**

Hatch Warren Junior School offers a broad, balanced, diverse and inclusive curriculum covering all areas of the National Curriculum and our aim is to provide a curriculum that meets the needs, interests and abilities of all children.

This curriculum comprises the core subjects (English, mathematics and science) and the foundation subjects (computing, design technology, history, geography, art, music, physical education, PSHE - personal, social and health education - Religious Education and a modern Foreign Language – French).

#### **Teaching, Learning and Planning**

We do our utmost to maximise success for all children by giving them the best teaching and learning experiences. We use a range of teaching methods to suit the needs of the children and the subjects being taught. All of our children are challenged and encouraged to develop their skills and knowledge through rich and varied curriculum opportunities. Targeted support is given, where a need has been identified, to enable children to embed skills, to develop at their own pace and to learn in a style that best suits their individual needs. Children with identified needs will be supported in a variety of ways, when appropriate (for example through adult support, differentiated activities and support resources).

Our curriculum is delivered through a careful planning cycle. The teaching staff work as a team and plan their work half-termly, weekly and daily within the framework of the overview plans.

All children in school follow the National Curriculum programmes of study. The curriculum is delivered in a variety of ways:

- whole class teaching
- group teaching
- individual teaching
- guided collaboration
- independent self-directed activities.

Teachers ensure that there is a balance between the introduction of new ideas, skills and knowledge and the reinforcement, practice and repetition of what has previously been taught. The National Curriculum forms the basis for curriculum planning throughout the school. Our creative, thematic approach to curriculum planning aims to maximize cross-curricular links. The emphasis on individual needs is a focus throughout the school and is reflected in the school's policies.

Further information about each subject can be found on the school website – this includes outlines of topics and areas of study the children will cover in each unit.

See Appendix 1 for our vision for each subject area.

See Appendix 2 for our Curriculum for Learning overview document.

### **Trips, Residential and Visitors**

We enrich and enhance the curriculum through the use of visitors, visits and special events throughout the year. Parents are also invited to outcome events each term so that they can see what their children have been learning about in their topics.

Residential opportunities are planned for Years 4, 5 and 6. In Year 4, children experience an overnight camp on the school field. The focus of this camp is about developing independence skills for staying away from home and environmental learning.

When children are in Year 5, they are offered a residential experience at Stubbington Study Centre where they continue to build on their independence skills whilst learning to work as a team and complete environmental and science activities.

The Year 6 children are also offered a five day residential to Runways End. This is an activity centre near Aldershot where the children learn to build on their resilience and team work skills through more challenging physical and team activities.

### **Assessment and Reporting**

Careful assessments and records are kept of pupils' attainment and progress. Parents are kept informed through parent interviews in the Autumn and Spring terms and the end of year annual report. Further information and appointments are provided as and when necessary. A copy of the school's most recent National Assessment results with comparative national data can be found on the website.

### **Home Learning**

Throughout the school, home learning plays a developing role in supporting the children's learning. Communication sent home in all year groups provides clear guidance on tasks set as well as this information being on the school website. We strongly encourage all children to read daily at home.

### **4 Teaching Time**

In Key Stage 2, the teaching time each week is 24 hours and 10 minutes. This time does not include time for registration, collective worship or breaks.

### **5 Withdrawal from Religious Education and Collective Worship**

The education Act of 1996 states that parents have the right to withdraw their children from Religious Education and Collective worship. Alternative arrangements will be made for children not attending Collective worship or experiencing the R.E curriculum.

### **6 Relationship and Health Education**

Under the Education Act of 1993, parents have the right to withdraw their children from all or part of the sex education programme (except those aspects included in the Science National Curriculum). Parents who wish to exercise this right are asked to make an appointment to see the Head teacher in order to discuss the matter further.

### **7 Curriculum Planning**

We aim to provide teaching and learning which will enable:

- full coverage of the National Curriculum and RE curriculum to be achieved throughout the school
- the best possible progress and highest attainment for all pupils by ensuring that consideration is given to how skills and understanding are built up gradually
- teachers to provide for children's learning in a time-effective way.

Teachers and subject leaders create long term planning overviews as follows:

- Long term overviews for English and maths linked to the National Curriculum

- An English long-term plan using texts as drivers and key outcomes
- Progression of skills and knowledge for English and maths
- Long term overviews for foundation subjects and science
- Progression of skills and knowledge overviews for foundation subjects and science.

The following medium term plans are then created by teachers and subject leaders from the long term overviews:

- Hampshire County Council written medium term plans for mathematics with adapted short-term unit plans
- Unit planning for English based on the county learning journey model of 'Stimulate and generate', 'Capture, sift and sort' and 'Create, refine and evaluate'
- Unit planning for Guided Reading based on a learning journey using 'teacher led' and 'independent' weeks
- Medium term plans for foundation subjects created with advice from subject leaders

Teachers then create their own short term plans from the medium term plans. These can consist of teacher notes or flipchart plans:

- This will be undertaken on a weekly basis for English (the learning journey is broken down into lesson steps) and maths
- Planning will:
  - set out specific daily objectives
  - outline teaching input with clear modelling / scaffolding and key questions / vocabulary for the lesson
  - outline any differentiated tasks for groups of children
  - include notes of teacher focus and use of support staff.

## **8 Our Curriculum Intent**

- To provide a rich and varied curriculum where pupils enjoy learning and develop their knowledge and skills through contextual, memorable and meaningful lessons and themes.
- To promote subject leader, teacher and pupil ownership of a knowledge and skills driven curriculum. Using our expertise and the expertise of others, we ensure full subject coverage through a clear sequence of study, knowledge acquisition and progression.
- To fulfil our curriculum aims (see above) across a range of subject disciplines.
- To use the following core design principles:
  - secure deeper learning
  - make memorable connections
  - produce high quality outcomes
  - use content that is responsive and relevant
  - use content that develops children's personal identity and relationship with their world including through diversity in the curriculum.
- To support all children to reach a high standard in English and mathematics through specific teaching and application of knowledge and key skills in learning across the whole curriculum, irrespective of background and starting points.
- To create and explore knowledge, skills and experiences that give purpose to writing.
- To embed opportunities for high quality enrichment experiences including educational visits, themed days, parent workshops and guest speakers.
- To develop children's learning behaviours, working through our school learning values.
- To develop a sense of community and belonging.

## **9 Our Curriculum Implementation**

- Teachers have a clear understating of cognition and learning; good knowledge of the subjects they teach; skillful instruction; flexible and responsive teaching strategies which include checking for knowledge recall; stimulating and organised learning environments; high expectations and production interactions.
- Subject leaders provide colleagues with effective support for planning, resourcing and teaching, including providing professional development in line with school improvement priorities.
- Lessons are presented clearly with opportunities for discussion to extend thinking, checking understanding through retrieval practice activities, identifying misconceptions and providing feedback, both verbal and through written marking, in line with the school feedback policy.
- Teaching and learning is balanced and inclusive, encouraging independent thinking and support where needed.
- High quality texts are used in all year groups to promote reading skills and to use a high level of vocabulary and extended sentence structures.
- Phonics teaching is prioritised in Year 3 and 4. Reading is promoted within this skill with a focus on decoding & vocabulary, fluency and comprehension.
- The school adopts a 'maths mastery' approach where number skills and knowledge are consolidated and reasoning skills are used in problem solving.
- Teachers use assessment effectively to check understanding and inform teaching so that knowledge is gained and used. Pupil progress meetings are held at least once a term to discuss the progress of children and to put in place relevant interventions as required.
- The curriculum is delivered in various ways to create interest and capture imagination but the steps of learning within the subjects are carefully planned to ensure that knowledge and skills are gained for children to build on in future learning.
- Each child is regarded as an individual and an equal. Our inclusive curriculum consists of class-based inclusion strategies to tackle educational disadvantage with activities designed to develop the social, personal, intellectual and physical attributes of the children.
- The quality of the children's learning is enhanced across the curriculum through practical activities, educational visits and the use of ICT. All work in the school is planned within the framework of the National Curriculum.
- We set home learning, in line with the school's policy and appropriate for the age and stage of the pupils, that consolidates learning and prepares pupils for future learning.

## **10 Curriculum Impact (how we measure successful outcomes)**

- Children are confident and successful learners. They think critically about their learning, are keen to learn and see purpose in their learning.
- We strive for all children to achieve well by developing knowledge and skills as they progress through the school. We aim for children's attainment and progress to be at least in line or above with national expectations by the end of Year 6.
- Challenge is provided to enable pupils to reach greater depth.
- Children leave at the end of Year 6 equipped with the values, skills, knowledge, attitudes and experiences that form our curriculum, enabling them to succeed in life, at secondary school and beyond.
- The impact of the curriculum is evaluated through end of unit summative assessments and national standard assessment tests (SATs), through governor visits and meetings and through monitoring of teaching, learning and pupil voice.

## **11 Subject Leaders**

The primary role of any leader is to achieve excellence in his or her subject across the school. The subject leader is accountable for maintaining high standards in their subject area. This good practice should be disseminated throughout the school in the following ways:

### **Policy Management**

Subject leaders need to:

- Write and review the subject vision and aims and contribute to the curriculum policy
- Create and review a curriculum map to show coverage within the subject
- Devise a progression of knowledge and skills which ensures coverage of the National Curriculum. Regularly review this in light of current subject developments
- Create medium term plans to include key National Curriculum aims, knowledge and skills, links to previous and future learning and assessment objectives
- Create knowledge organisers to support learning in class.

### **Monitoring**

Subject leaders are allocated non-contact subject leader time each academic year. Continued thorough monitoring is essential throughout the year. Subject leaders should:

- Complete their subject SEF, reviewing the previous year's monitoring, identifying strengths and areas to improve
- Monitor the coverage of the National Curriculum
- Monitor standards of pupils' work through book scrutiny. This should include progression, ensuring high standards are maintained and subject coverage matches planning
- Feedback to staff following pupil surveys, book scrutinies and lesson monitoring
- Have knowledge of the progress children make in the subject area through effective assessment procedures.

Subject leaders will also:

- Carry out pupil conferencing, observations and learning walks
- Analyse and evaluate data where appropriate
- Monitor displays of the subject throughout the school.

### **Support and Challenge**

Subject leaders provide support, rigour and challenge by:

- Leading in-service training (INSET and staff meetings)
- Teaching model lessons where appropriate
- Supporting planning
- Feeding back from courses and monitoring
- Providing resources
- Liaising with outside agencies.

Subject leaders will hold to account colleagues who are not maintaining the high standards of the subject.

### **Subject Development**

Subject leaders need to:

- Attend relevant Professional Development (CPD)
- Recognise the key strengths and areas for development within the subject by creating their subject SEF
- Identify key priorities for the development of the subject
- Create an action plan and implement subject priorities as well as priorities linked to the current SIP

Subject leaders manage resources by:

- Auditing current resources
- Measuring the impact of resources on children
- Ensuring all resources are made known to staff
- Ensuring that the storage of resources is conducive to use
- Ensuring resources offer value for money
- Ensuring resources allow for coverage of breadth of opportunity.

#### **Reporting to the Senior Leadership Team and Governors**

- Subject leaders will be line managed by the Headteacher and Deputy Headteacher.
- The Headteacher/Deputy Headteacher will meet with leaders termly to discuss action plans and their monitoring work outcomes.
- Subject leaders will also be supported by the Curriculum Leader
- Subject leaders will complete an annual SEF where they will report their subject strengths and areas to improve. Governors will monitor the subject SEFs.
- Governors also monitor subjects more in depth on a rotation basis either through attendance at a meeting, a visit into school or via a written report. Notice will be given.
- Governors will also carry out monitoring of the SIP targets which will include monitoring specific areas of the curriculum relevant to the targets. Notice will be given of any monitoring visits into school including an outline of the nature of the monitoring activities.

#### **Policy Review**

The Curriculum Policy will be reviewed every three years, or sooner if necessary to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

## **Appendix 1 – Curriculum Vision Statements**

### **English**

At Hatch Warren Junior School, we value English as a main subject as well as a medium through which all subjects are taught. We aim to develop a whole school approach to English, which values our rich and varied literary heritage and ensures continuity and progression so that all children achieve the following skills and knowledge:

- Develop a love of reading, enabling them to read fluently and with good understanding for pleasure and information.
- Develop a love of listening to and responding to stories.
- Can explain their ideas and beliefs articulately.
- Are able to participate in discussions and debates, demonstrating good speaking and listening skills.
- Can write clearly, accurately and coherently for a variety of purposes and audiences.
- Can spell accurately by applying spelling conventions and experimenting with new vocabulary.
- Understand and apply grammatical conventions in their work.

English is a curriculum subject in its own right as well as the key medium through which the entire school curriculum is taught. At Hatch Warren Junior School, English is taught daily in every classroom and follows the National Curriculum. English lessons cover the following areas:

- Speaking and listening
- Reading
- Writing
- Spelling
- Punctuation and grammar
- Handwriting.

### **Maths**

At Hatch Warren Junior School, we believe mathematics equips pupils with a unique set of powerful tools to understand the world and how it operates. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.

Mathematics is essential to everyday life, critical in science, technology, engineering, finance and in most forms of employment. With this in mind, we endeavour to ensure that children develop an enthusiastic attitude towards mathematics that will stay with them for life.

We want all children at Hatch Warren Junior School to see themselves as confident and independent mathematicians and to:

- Develop a thorough and broad understanding of all areas of maths through frequent practice with increasingly complex problems over time
- Develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Be able to reason mathematically, developing an argument, justification or proof using mathematical language
- Solve problems by applying their maths knowledge in a variety of contexts, including breaking down problems into a series of smaller steps
- Develop resilience when approaching problem-solving and use different strategies when seeking solutions
- Make rich connections across mathematical ideas to develop fluency, reasoning and competence in solving increasingly sophisticated problems.

## **Science**

At Hatch Warren Junior School, we recognise the vital role that science plays in our everyday lives and helping to develop the world we live in. Through the delivery of practical, engaging scientific investigation, the children will pursue their natural curiosity and develop a love of enquiry. The statutory elements of The National Curriculum will be covered using The Hampshire Science Team's guidance. This model starts by looking at essential prior and new knowledge that children need to learn in each science unit. Most importantly, this then quickly moves to the children carrying out their own investigative, problem-solving experiments.

They will experience and investigate scientific phenomena, in a range of contexts, to ensure a continually evolving knowledge and understanding of the world around them. Our children will be encouraged to:

- Ask questions
- Take risks
- Make and learn from mistakes in a safe environment
- Acquire and apply core skills which equip them for an ever-changing world.

Wherever possible, science will be taught through real-life experiences, promoting curiosity and engagement. Children will develop confidence in planning (including consideration of variables) and will learn to collaboratively record their findings in a variety of ways, including with the use of ICT. They will draw reasoned conclusions about what they notice and will independently question their findings. Where needed, they will test further and modify their experiments.

Children will therefore build a clearer understanding of the physical and natural world around them, recognising the essential concepts of physics, chemistry and biology. They will gain familiarity with and use the appropriate related technical vocabulary. Whenever pertinent, links will be made to the maths and English curriculums (e.g. creating and analysing graphs, writing explanatory texts). They will be inspired to investigate and learn about established scientific facts and theories, keep up to date with current developments in science and recognise the importance and place of science in their world.

## **History**

At Hatch Warren Junior School, we aim to provide high quality educational opportunities that give children an understanding of past events and the skills essential to conduct historical enquiries.

We aim to teach history in a way that:

- Inspires curiosity
- Provides a chronological awareness of British, world and local history
- Allows opportunities to use and understand the methods of historical enquiry
- Ensures an understanding of the historical concepts of change, cause, similarity, difference and significance
- Incorporates first hand experiences through the use of artefacts, school trips and visiting experts.

We deliver history lessons through the use of the Hampshire recommended 'Six Step Enquiry model'. It offers the children learning experiences designed to develop their skills in information gathering, making sense of information, drawing conclusions, refining their understanding and presenting their new found knowledge and understanding in a variety of imaginative ways.

## **Geography**

At Hatch Warren Junior School, we aim to help develop children's curiosity in both their immediate surroundings and in places and environments in the wider world.

Our purpose is to instil an interest, fascination and desire to investigate a variety of human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning.

To be well-rounded citizens, we believe children need to understand the differences between places and their cultures and be able to recognise how these change over time.

We provide children with many opportunities to use a range of geographical skills to help them understand, present, analyse and communicate a range of information either collaboratively or as an individual. These skills are put into practice both inside and outside the classroom through local fieldwork and trips.

## **Art**

In art, we aim to foster a love of learning, enabling children to explore their ideas and record their experiences. It provides the opportunity to respond creatively in other areas of the curriculum, making links between different subjects. We aim to develop a whole school approach to art which ensures continuity and progression and which develops both skills and creativity. Through our curriculum, we aim to do the following:

- Promote effective learning in art, allowing pupils to communicate their ideas in a creative manner.
- Develop the use of sketch books to record the children's responses and progress.
- Develop art through observation, memory and imagination.
- Develop skills in drawing, painting, print making, sculpture and other craft and design techniques.
- Give children opportunities to practise skills, with appropriate modelling given.
- Give children opportunities to look at the work of other artists from different cultures and historical periods.

## **Design and Technology**

At Hatch Warren Juniors, we aim to teach design and technology using creative and practical activities which create enthusiasm and enjoyment for the children. We also aim to build on learning opportunities that are common across subjects such as PSHE, maths, English and science. Pupils are taught to use research to help them make innovative and appealing products. They are also taught to make and evaluate their designs in a way that fosters creativity and independent learning. Finally, we believe that design and technology offers our pupils the chance to inspire, believe, persevere and achieve whilst having fun in a safe environment.

## **Computing**

At Hatch Warren Junior School, we recognise that children are living in an ever-increasing technological world and our aim is to help children thrive, adapt and develop knowledge and confidence in this area. Computing skills are taught and practised in isolation in the first instance so children are able to apply their skills across other subjects in the curriculum. We strive to equip children with the understanding, skills and knowledge in order to prepare children with the confidence to apply this to everyday situations once they leave primary school. Our purpose is to instil a key understanding of how to keep themselves safe online, to become IT literate and to create programmes to aid tasks in everyday life. Children who have an increased awareness of the computing curriculum will develop and promote independence, initiative, creative thinking and increase their ability to problem solve. We facilitate this development by teaching and delivering rich and engaging computing lessons across the whole school, that allow children to be able to make

their own informed judgements and consider the implications of their learning for work and home life – now and in the future.

### **Physical Education**

At Hatch Warren Junior School, it is our vision that all children are given the opportunity to participate in regular physical activity in a way that enables them to believe in their ability, while at the same time developing a love of exercise. We feel that PE also offers an excellent opportunity for children to build on their team work and communication skills which will help them gain the most from all areas of the school curriculum.

Our aim is to provide physical education that is underpinned by the National Curriculum and builds on fundamental movement skills. In addition, our objective is to teach in a way that means children will:

- Work cooperatively as part of a team, in a manner that fits with our school values: inspire, believe, persevere and achieve
- Inspire themselves and others to rise to personal challenge
- Persevere to help them improve
- Believe in their own ability
- Achieve results and be proud
- Understand how the fundamental skills will help them improve their performance and enjoyment
- Develop movement skills that can be applied across multiple games and sports
- Enjoy using the skills to compete
- Understand the value of lifelong participation in physical activity.

We also aim to provide the chance for as many children as possible to compete and improve their skills by participating in competition during lessons, after school clubs and inter-school competitions. By participating in PE at Hatch Warren Juniors, we hope that children will build on their enthusiasm for exercise and continue to enjoy physical activity for the rest of their lives.

### **Religious Education**

At Hatch Warren Junior School, we aim to provide a wide range of encounters with religion, which will help children form a view of the world that they can apply to their own experiences. Our purpose is to encourage and develop children's interest and opinions about simple concepts that are common to themselves and religions, and recognise and express their own values and beliefs. Furthermore, we enable children to consider the effect religion has on people's lives.

### **Music**

Our music curriculum aims to provide all pupils with a high quality music education which engages and inspires children to develop a life-long love of music, increases their self-confidence, creativity and imagination and provides opportunities for self-expression and a sense of personal achievement. Children are encouraged to participate in a wide range of activities and are exposed to a variety of instruments to enable them to develop their talents in all aspects of music including rhythm work, instrumental skills, composition, singing and appreciation. Through playing, singing, creating and performing, children will develop confidence, communication skills, thinking and creative skills and improve their emotional well-being. We aim to ensure that children will find music to be enjoyable and relaxing and that they are inspired to build on skills such as 'determination, resilience, hard-work and self-confidence' when performing to an audience.

## **PSHE**

At Hatch Warren Junior School, our vision is to ensure we provide a safe environment through which children can recognise risk and understand how to make safe and healthy choices. We aim to develop confident, responsible, resilient individuals who are able to celebrate the achievements of both themselves and others. We plan a curriculum which cultivates pupils' emotional learning and growth through a wide range of activities, events and learning opportunities designed to support wellbeing. Our PSHE work promotes good relationships and respect for others, through understanding and respecting differences. It encourage pupils to become active, respectful citizens who demonstrate individual and collective responsibility.

## **Modern Foreign Languages**

At Hatch Warren Junior School, we recognise that, in terms of communications, the world is shrinking. Our children will have to play their part in an ever-changing global community where they will be communicating with people from many different cultures. In such a rapidly changing world, work and other activities are often carried out in languages other than English. By learning the basics of a foreign language, they will:

- Develop an interest in learning other languages
- Be empowered to communicate with others, recognising the advantages that being able to communicate in another language offers
- Develop a natural love of another language and engage in its structure, pronunciation and purpose
- Develop a broad working vocabulary
- Be introduced to another language in a way that is enjoyable and fun
- Recognise that language has structure and the structure varies from one language to another
- Recognise links to grammar in the English curriculum and its importance in building phrases and sentences in another language. By learning a new language, they will improve their competence in their existing language
- Learn about and respect how language is the cornerstone to one's culture and identity
- Learn about and respect cultural differences. Through this, they will promote and celebrate intercultural understanding. This will, in turn, promote cultural, geographical and anthropological understanding of another culture
- Be able to understand and respond in verbal and written form
- Increase their confidence whilst allowing them to recognise and celebrate diversity within society.

Children will therefore foster the confidence to speak out aloud to each other with increasing fluency and increasingly accurate pronunciation. They will have begun to write words, phrases and sentences in another language with increasing confidence.

## Appendix 2: Curriculum for Learning Overview

The Hatch Warren Junior School Curriculum for Learning																			
Our vision: INSPIRE, BELIEVE, PERSEVERE, ACHIEVE																			
What are we trying to achieve? (INTENT)	Curriculum aims	Children have the opportunity to achieve in all areas of an inspiring broad and balanced curriculum			Children become responsible and independent learners alongside having regular opportunities to work collaboratively			Children develop an appreciation of how to look after their physical and mental health and well-being			Children develop a love of learning and are proud of their achievements			Children develop appropriate life skills and an appreciation of the world around them and the community in which they live					
	Design principles	Secure deeper learning			Make memorable connections			Produce high quality outcomes			Use content that is responsive and relevant to the local community			Use content that develops children's personal identity and relationship with their world including through diversity in the curriculum					
	Attributes that we aim to develop	Children are self-reflective, resilient, demonstrate self-belief and have high aspirations for their future				Children demonstrate respect for one another, celebrate differences and diversity and have the opportunity to develop a clear set of morals and spiritual awareness				Children enjoy school in a happy and safe environment			Children leave Hatch Warren Junior School as happy, mature and sensible individuals, ready for the next stage in life						
	10 keys for healthy living GREAT DREAM	Giving	Relating	Exercising	Awareness	Trying out	Direction	Resilience	Emotion	Acceptance	Meaning								
	How will we achieve this?	Through staff having high expectations of the pupils and children having high expectations of themselves						Through parents that are involved in the education of their children and through a community that feels welcomed into the school environment											
How do we implement? (IMPLEMENTATION)	Components	Lessons		Subjects		Topics		Events		Routines		Enrichment		Partnerships		Environment			
	Teaching for learning	Good subject knowledge		Skills development		Responsive to pupils' needs within lessons		Stimulating and well organised learning environment		Understanding of how children learn		High expectations		Coaching and facilitating					
	Approaches	Modelling and questioning		Learning journeys		Focus group teaching		Empowering improvement through self-assessment		Differentiation and intervention		Encouraging discussion		Working walls		WAGOLLS		Rewards	Inclusivity
	Key subjects	English	Maths	Science	Computing	DT	History	Geography	Art	Music	PE	MFL	SMSC	PSHE / wellbeing	SMSC	RE	RADE		
What is the impact?	Assessment for learning	Positive relationship with children		Clear learning objectives shared with children		Success criteria		Oral and written feedback that has impact		Metacognition – use of 'I and why'		Moderation		Progress reviews		Effective use of summative assessments		Tracking progress	
	High expectations secured	High attainment and standards			Good behaviour and high levels of attendance			Teaching that is consistently good for all			Motivated teams and a positive learning culture			Great progress					