






Curriculum Statement

Hove Learning Federation curriculum is broad and balanced giving children carefully designed opportunities to acquire and retain knowledge through thoughtfully planned, passionately taught, topic-based lessons. Our curriculum is planned and sequenced so that new learning builds on what has been previously taught and challenges children to achieve their potential. It is guided by evidence-led structures and underpinned by research focused pedagogy. It is aspirational, ambitious and inclusive ensuring all children acquire the skills, knowledge and cultural capital they need to succeed in life. Our children are encouraged to talk about their learning in all subjects with precise vocabulary and understanding. Through the design of our curriculum, we enable all children to meet their full potential, make progress through their learning journey and develop into globally aware, well-rounded citizens.

Values

Our Curriculum is driven by the following values:

Love of learning	
Equality, Diversity and inclusion	
Aiming high	
Respect and well-being	
Nurture and citizenship	

Guiding Principles

Our curriculum is designed to meet the needs of every child by ensuring:

- **Equity**
Equality of opportunity so that all children to succeed no matter their entry point.
- **Inclusion**
Every child, whatever their individual abilities or needs, is equally valued.
- **Learning Behaviours**
Attitudes and attributes for lifelong learning are modelled and fostered at all times. Our curriculum design, approach to teaching and the CPD we provide for staff is underpinned by the strongest available evidence on pedagogy.
- **Personal Development**
Our curriculum supports children to be confident and resilient and to value and respect each other. Children are equipped to become global citizens, who live happy and healthy lives and know how to achieve their goals and nurture others.
- **Skills**
A clear progression of knowledge, skills and vocabulary is specified, taught, assessed and retained by pupils. Our curriculum is mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills such as metacognition.

- **Knowledge and Understanding**

Deep learning of the key concepts of our curriculum and the National Curriculum. Our curriculum is thoughtfully structured and sequenced to ensure that key concepts are built on lesson by lesson, year by year. Children are given every opportunity possible to retain knowledge in the long term. Our curriculum is adaptable and teachers are confident to use assessment to support and progresses learning.

- **Creativity and Critical thinking**

Both are nurtured: children are challenged to question, reason and express themselves. They are encouraged to take risks and know that it is ok to make mistakes.

- **Cultural Capital**

The golden thread, woven through everything we do and every learning experience we create.

Intent

The strategies and steps that we take every day to achieve our curriculum intent:

Key Principles for Effective Teaching & Learning

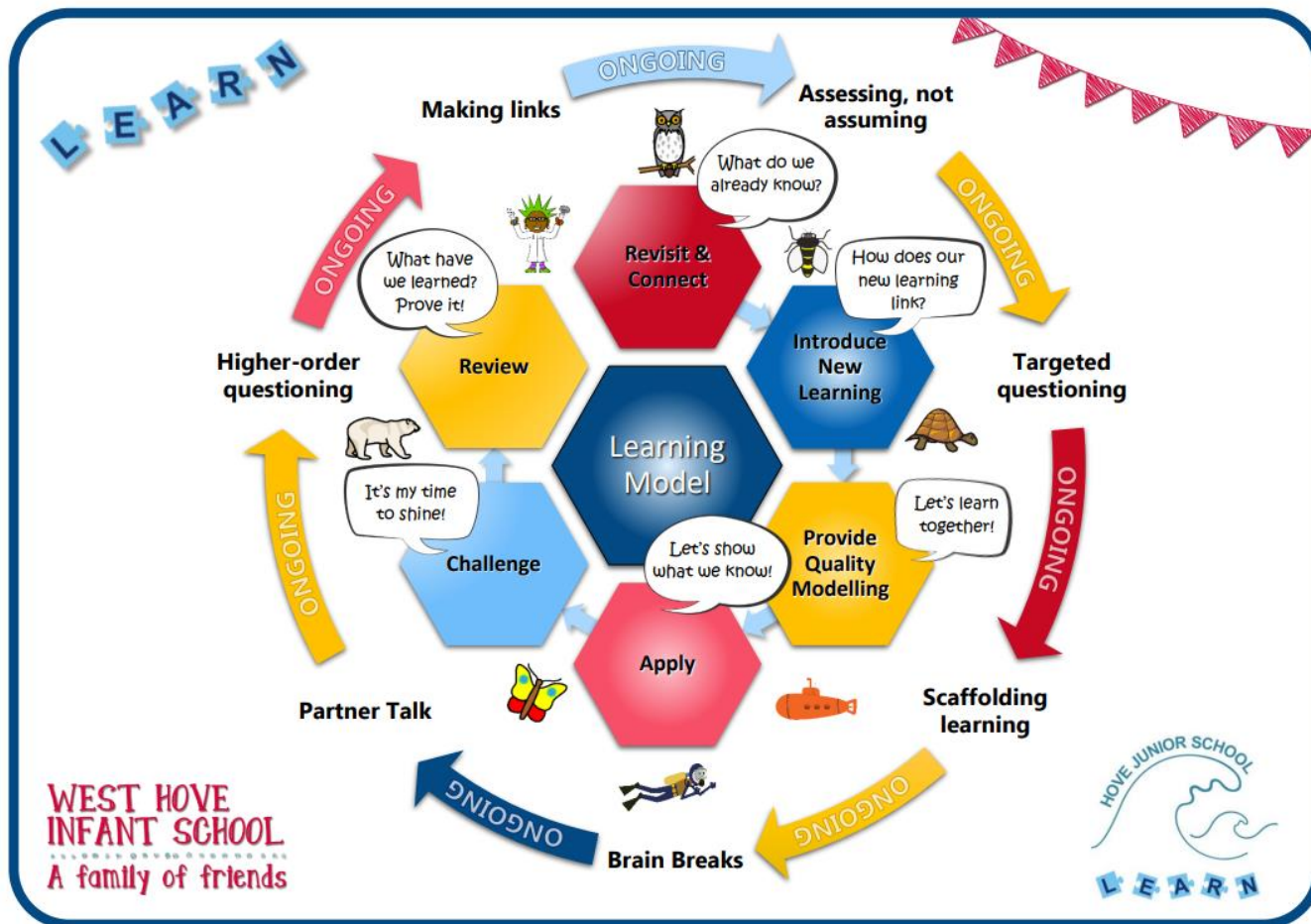
- high expectations
- quality first and adaptive teaching
- developing learning behaviours
- relationships and environment
- quality of instruction
- inspire, support and challenge
- layered modelling to ensure access for all children
- subject knowledge and mastery
- effective questioning and feedback
- 'making it stick' - transferring knowledge to long-term memory

Mapping and planning

At HLF, children are taught a broad and balanced curriculum. Each subject is unique and dedicated time is allocated to the teaching of national curriculum subjects discreetly. Our curriculum design is refined by:

- National Curriculum
- values and educational aims of the school
- child centred approach
- balance, breadth and depth
- links to other subjects/contexts where meaningful and purposeful
- progression of skills and knowledge
- small steps
- sequencing and cumulative learning over time
- quality and consistency

Lesson Model: The Enacted Curriculum



Key theories and evidence based research

- Sweller's cognitive load theory
- Rosenshine's principles of instruction
- Cain and Oakhill's vocabulary instruction
- Fiorella and Mayer's generative learning practice
- Ebbinghaus' forgetting curve
- Bjork and Bjork's difficulties
- Interleaving and Spacing
- Retrieval Practice
- Bloom's Taxonomy
- Bruner's Spiral Curriculum
- Maslow's Hierarchy of Needs
- Pupil Book Study
- Education Endowment Federation

Monitoring

- year leader and SLT learning walks
- book looks
- planning scrutiny alongside lesson slide / lesson flip looks
- book study pupil voice
- lesson observations
- in year / phase peer observations

- coaching and mentoring with individual teachers

Assessment

Assessment	
<p>Formative Assessment: <i>The use of day-to-day assessments to gauge and explore children's understanding of the knowledge and use of the skills for each subject. This forms the majority of assessment for learning and helps our teachers to determine each child's needs in order to adapt: planning, scaffolds, supporting resources and task design in order to prioritise progress and achievement.</i></p>	<p>Summative Assessment: <i>Takes place after children have completed a lesson or unit of work, whether that be on a term or modular basis. These assessments are a more formal way to bench mark pupil progress and results will be recorded in order for year groups to analyse data across groups and classes in order to inform future planning and adapt teaching and learning on a wider scale.</i></p>
<p>Ongoing formative assessment:</p> <ul style="list-style-type: none"> • deliberate practice and rephrasing of taught content • structured discussions in class • retrieval and recall • explaining and challenge partner talk • self and peer assessment • teacher feedback and summaries • diagnostic questioning • higher order thinking and exit tickets • summarising and explaining the learning question from the sequence • rephrasing and thinking out loud • key vocabulary use and application • Professor Prove It, Deep Diver and Submarines • lesson to lesson, unit to unit, term by term, end of year feedback 	<p>Regular summative assessment opportunities:</p> <ul style="list-style-type: none"> • cumulative quizzing within the learning sequence • formal end of unit assessments • Concept Question review • Double page spreads (where junior children present a visual / written response to the unit's concept question) • standardised assessments <p>Continuing summative assessments opportunities:</p> <ul style="list-style-type: none"> • written assessments: pieces of independent creative or non-fiction writing that allow children to show off their understanding of a topic or theme in a large written format • performance assessments: interactive tasks and activities that allow children to showcase their abilities particularly in performance-based subjects such as drama, music and areas of physical education • oral assessments: where children give speeches or presentations these may sometimes go hand in hand with other assessment strategies such as verbally presenting their end of unit double page spread • final project pieces: this may include children's final art piece in a unit of work or the culmination of a series of coding lessons in computing or a display of a range of pieces over a topic

7 lenses to quality assure the curriculum

- **Structure**
 - Content and Knowledge
 - Teaching Sequence
 - Vocabulary
- **Participation**
 - Explanation and Modelling
 - Tasks
 - Questioning and Retrieval
 - Feedback

Impact

Children leave Hove Learning Federation with a secure understanding of how they learn and the ability to analyse, understand and question the world around them. They are lifelong learners who have had tailored opportunities and experiences to develop their cultural capital. They leave with the knowledge of how to be socially, morally, spiritually and culturally responsible and aware. They are able to make positive contributions to the local community and wider world, and strive to be the best that they can be.

Learning Behaviours

- **Emotional**
 - name and express emotions
 - manage impulses of personal behaviour
- **Social**
 - Have strategies to focus on learning in class
 - attentive to directions, listening to the teacher
 - show empathy and appreciates diversity
- **Cognitive**
 - organise time and space for own learning
 - set goals and monitor own progress
 - talk purposefully with peers, valuing other opinions

Attitudes to Learning

- love of learning and lifelong learners
- positive
- curious and inquisitive
- independent
- able to work in teams
- motivated and hardworking
- resilient
- proud
- ready for secondary school

Quality of Education

- evidence of learning
- attainment
- progress
- skills, knowledge and understanding
- personal development
- relationships between pupils and staff
- learning atmosphere and environment
- professional development
- school Improvement

Knowledge

At HLF we understand that learning occurs when there is a change to long-term memory. Long-term memory is a store of **knowledge**. Types of Knowledge can be categorised in several ways.

	Semantic: learning facts in order to group them together with other facts into a schema or usable cluster	Procedural: procedures, processes, and skills required to perform and complete a task or activity.	
Substantive: the established facts that are central to a subject	The knowledge mapped out in our long term subject overviews and progression ladders: e.g. naming parts of a plant	Writing in cursive script Learning to join two materials together Playing an instrument Planting seeds and growing plants	Episodic: the activities and events that allow for procedural and semantic knowledge to be learnt
Disciplinary: the ways that substantive facts are established e.g. by reviewing the data	Asking scientific questions Drawing conclusions Making predictions Debating arguments Measuring rainfall Reading music	Tying shoelaces Writing in cursive script Analysing results Answering questions in a quiz Calculating an answer	