



High aspirations - Valuing learning – Achievement for all

Curriculum: Part 2: 'Our vision expanded'

Providing a limitless education that empowers choice through enriching, meaningful and active opportunities developing lovely people.

High aspirations

*"Aspiring for greatness is a conscious choice. As a school we believe that in partnership with parents and our **community**, we can give our children the guidance, opportunities, and belief to make conscious choices."*

The whole school will provide an environment which reinforces the positive decisions children make for themselves and towards others. Parents, community professionals and curriculum visitors will be welcomed into school and will recognise the positive culture that is exemplified in adult and pupil dialogue and behaviour. Our children will thrive as a result of being immersed in an environment where positive behaviour, including aspirational attitudes are role modelled. The curriculum will be focused towards children making a contribution within the communities of Haywood Village, the Weston-super-Mare and beyond; these opportunities will inspire and raise the personal belief and aspiration of our children.

*"Their aspiration will be deep rooted in their **values** as they aspire to be lovely people: respectful, honest, trustworthy, empathetic, responsible and kind."*

Exemplifying the virtues of these values through traditional and cultural stories, as well as exploring real life scenarios from our children and people beyond the school will be crucially important to the success of children's learning. We believe that a positive value culture will be the foundation blocks for the choices children make in their conduct and attitudes towards their and other people's success.

"Our children will become enthusiastic and skilful artists, sportspersons, mathematicians, writers, readers, linguists, scientists, musicians, historians, geographers and designers."

These **states of being** are timeless and it is essential that our children will not only recognise when they are actively, but not exclusively, in these states of being as they are learning but that they will be able to apply taught skills in a range of subject disciplines and situations. The curriculum, through these non-subject defined states of being will enthuse them first so they can then aspire towards future enjoyment and improvement.

*"Our children will be equipped to support and **solve local and global challenges**, as well as aspire for **positive health and well-being** for themselves and others."*

We have designed a curriculum framework that helps children to understand themselves and the world around them. Excellent teaching will focus and contextualise learning so that it is purposeful and meaningful for all children. It will be the expectation that children

understand themselves and others, and that they can make connections between their knowledge, and their increasing understanding of the world. We aspire for our children to want to understand more about others and the world they live in and seek solutions for improved health, well-being of the people they meet, hear, see and read about.

"They will communicate their learning in an environment where everyone talks."

The school is committed to a '**Learning to talk; talking to learn**' approach, as it values the importance of teaching children how to talk and using this skill to support learning. Every child should be able to articulate their learning as a learner, describing their learning over time and currently. They will communicate their learning in an environment where everyone talks. Strategies are deployed within lessons to ensure pupils have opportunities to develop their oracy skills. Teaching children to talk and develop their oracy through active learning and exploratory talk. Children will learn the physical, cognitive, social and emotional elements of oracy to enable them to communicate and express themselves to others.

Valuing learning

*"Learning is **personal** and we all recognise the tremendous impact of those teachers who draw upon researched-based **cognitive science** and truly understand and know their pupils."*

Our teaching team recognise the value of knowing and using evidence-based research in cognitive science to guide the provision for teaching and learning and relate this to the pupils in their care.

Each child is unique and as such, the teaching and support team will endeavour and succeed in not only knowing each child's competences within the states of being, but extend this to knowing each child's personal characteristics, their idiosyncrasies, their interests, and motivations, as well as their family and friendship circumstances. We believe that this level of personalised understanding and the resultant teaching methods will impact significantly on learning.

*"We believe that in order for our children to thrive, their **safety and happiness** is paramount."*

Our policies for health and safety and behaviour are focused on establishing safe practices and a positive climate for pupil and adult behaviour. Without feeling a sense of safety and happiness with friendships, learning or home and family life, children may become preoccupied, which can adversely affect learning. Positive and trusting relationships between adults, children and families ensure we understand and support children's needs. Our policy and practice is underpinned by evidence-based research and literature on pupil behaviour, including that related to emotional coaching and models of language, as well as zones of regulation.

*“Your child’s learning is crucially important: The acquisition of skills and knowledge, as well as developing the **characteristics of a truly successful learner** are core to our approach. Children educated at Haywood Village Academy will be ready to learn and develop the essential characteristics in great learners: curiosity, motivation, courage, resilience, making links and reflectiveness.*

Being ready to learn means pupils will have, having been taught, the dispositions and behaviours that enable them and others to listen, engage and contribute when being taught. The characteristics of great learners is well-researched and documented. We recognise the work of key thinkers, such as Carol Dweck and Matthew Syed. We ensure Early Years Foundation Stage principles and key characteristics of learning are extended and established throughout the school. We value the importance of teaching and learning these learning behaviours as they are a prerequisite to learning.

“Alongside the characteristics of learning, the school’s curriculum will **ignite their love of learning**, to enable them to have **self-agency**, now and in adulthood. As children build understanding from a foundation of knowledge and skills across a range of subject disciplines, they will develop a sense of self and an awareness of their place in the world as they **seek meaning and make connections.**”

Our experience of teaching and learning has confirmed our belief that when children are fully engaged by the context, opportunities, and purpose of their curriculum, they will associate enjoyment and learning together. When this is repeated over and over in different guises, their love for learning is not only ignited but will stay fuelled. A curriculum that is rich in key knowledge, vocabulary and skills within subject disciplines will underpin the context and opportunities for our curriculum. When pupils have opportunities to build upon prior knowledge and understanding of the world around them and make connections to further enhance their understanding, this builds their self-agency as they are inspired and motivated even further.

Enrichment opportunities such as visits, visitors, inside and outside learning, as well as a curriculum that recognises the significant impact of the arts and sport, will sustain children’s and teacher’s love of learning.

*“Learning in this school is **limitless**: the expectations for each child’s potential will be uncapped; there will be awe and wonder; inquisitiveness and enquiry in the curriculum and the expectations for developing and sharing learning will extend far beyond our walls.”*

‘Learning without Limits’ is central to our approach; we value the importance of offering a limitless education.

- The term ‘limitless’ is used widely to define an attitude and approach to expectations.
- Teachers make conscious choices by ‘thinking out of the box’ designing enrichment opportunities that generate awe and wonder.
- Limitless refers to raising the expectation and aspiration for children, embracing personal uniqueness.
- Learning is designed with prior learning, specific and personal next steps in mind.
- Pupil outcomes will be exceptional because considerable thought goes into the purpose, nature and extended personal choices within each sequence of learning.
- Staff have a limitless attitude and engage in educational research as they strive for new or better understanding of how and what great teaching and learning could be.

*“Children develop important **knowledge and skills** that transcend subject disciplines and enable them to excel in life: problem solving, analysing and synthesising information; creativity and showing personal expression; research skills; aural, oral and written communication; leadership, teamwork and collaboration.”*

Adults and children will focus on this knowledge and skills, including those in English, mathematics and personal, social and emotional development. The acquisition, progression and deepening of these skills is outlined within the ‘Progression’ documents. We expect these skills to be integral to day to day learning. As pupils advance, their ability to apply knowledge and skills across subject disciplines and contexts greatly improves.

Achievement for all

*“We recognise that **every child is unique**, and their personalities and skills reflect this. We believe in every child who attends our school and are unwavering in our ambitions for their achievement.”*

Within a limitless education, we are realistic yet tirelessly optimistic for the achievement of all our children. Ambitious, high-quality provision for children, especially to those that are vulnerable will be constantly monitored whilst working closely with beyond-school-professionals and families. First quality teaching and targeted intervention enables children to excel, as we forensically reflect on the quality of education each child experiences.

*“We are passionate about **celebrating** their individual achievements. We welcome parents to support us in championing the success of our children in their achievements both at home and in school.”*

Dialogue between adults and children reinforces the praise and recognition pupils genuinely deserve. Pupil well-being and care is central to our behaviour expectations. An energetic and genuine approach to celebration is prevalent.

*“Children at Haywood Village Academy know the feeling of success throughout their learning and demonstrate **pride** in the outcomes they have created: we are proud of them all.”*

Developing excellent educational habits is important for children if they are to succeed in their learning. Experiencing personal and collective success, as well as knowing the feelings that success evokes, especially when shared by and with adults and children, contributes significantly towards striving for success. Our staff not only give pupils opportunities for children to be successful through a policy of equity but promote pride in personal and collective outcomes.

Staff ensure children achieve through excellent teaching and as a result of knowing children well, we are able to recognise the unique achievements of each child. Our pride is evident in how talk and share learning outcomes about the community, the school, the children, and each child.