



Heston

COMMUNITY SCHOOL

Curriculum Statement

'Education influences and reflects the values of society and the kind of society we want to be.'

(The School Curriculum and the National Curriculum: Values, Aims and Purposes)

This Policy is founded within our School ethos which provides a caring, friendly and safe environment for all members of our community.

November 2007

1.0 Purpose

- 1.1 The purpose of Heston Community School's Curriculum Statement is to provide a shared framework which will help governors, teachers, parents and members of the community to work together to ensure that students have the opportunity to achieve the very best they can across the whole spectrum of education.
- 1.2 The Statement assumes the National Curriculum and other legal requirements. It is intended to go beyond those requirements to be a curriculum for learning.
- 1.3 The Statement is intended to be used by this school and in collaboration with other partner schools and with advisers and officers to provide a basis for:
- Reflection on the School's own aims and values and their match to curriculum provision to meet the needs of all students
 - Evaluation of the impact of the curriculum on students' learning and achievements, particularly through accessing the students' voices
 - Evaluation of the breadth, depth, balance and flexibility of provision for all students
 - Evaluation of continuity and coherence of provision across Key Stages
 - Development of teachers' knowledge of curriculum provision and its relationship to the curriculum for learning, the pedagogy of teaching and assessment for learning.

2.0 School Context

- 2.1 Significant features of Heston Community School include a wide ranging and high level of talent in a variety of subject areas but particularly the Visual Arts and Business Education, high levels of multicultural coexistence, tolerance and understanding as well as social cohesion
- 2.2 Heston Community School is a school where standards are high overall and where challenging targets have been set. It should seek to promote students' learning and high achievement reflecting the rich diversity and cultural heritage of the Heston Community and the wider Hounslow community. It aims to provide an interesting,

relevant and motivating curriculum which encompasses the needs of the rich diversity of its students.

3.0 Aims

3.1 Heston Community School aims to:

- Provide a broad and balanced education for all
- Place education at the heart of a learning village and extended community
- Ensure high quality provision to support high achievement
- Provide equal opportunities for all
- Plan in partnership and share responsibilities

3.2 We have these aims so that:

- Individual students make maximum progress in their learning and wider development
- We continuously raise standards of students' achievement as measured by end of key stage results and the value the School adds
- Where students need additional help in securing sustained improvement, they are provided with that support.

3.3 In addition, we recognise the need for:

- The development of positive attitudes to learning and to school
- The shared understanding that learning should be for life
- The development of a rich learning environment
- Opportunities for all students to experience success
- Implementation of a curriculum which promotes excellence across a range of learning experiences
- Opportunities for all students to work together, recognising that they have a part to play in contributing to the school and wider community
- The development of skills for the 21st century technological society
- The development of broad curricular experiences which reflect the uniqueness of the School and its specialism but also looks forward and outward.

4.0 Values

- 4.1 We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.
- 4.2 We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others and to the good of the community.
- 4.3 We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as sources of love and support for all their members, and as the basis of a society in which people care for others.
- 4.4 We value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.

5.0 Curriculum Definition

- 5.1 The Heston Community School Curriculum complements the statutory requirements of the National Curriculum and RE and is defined as that which is:
 - Learned by students and embedded in their values, knowledge, understanding, skills, attitudes and behaviour
 - Modelled, intentionally and unintentionally, through the attitudes and behaviours of all members of the school community
 - Planned to be inclusive and provide progression, continuity, match to individual students' needs and to be broad, balanced and flexible
 - Intended and taught by teachers and other adults in the school based on key principles for a Curriculum for Learning.
- 5.2 Principles for Curriculum for Learning development in schools is most effective when:
 - Students learn with their hearts, minds and bodies;
 - Students learn through practical and exploratory experiences using all their senses
 - Excitement and enjoyment are essential ingredients for effective learning

- Learning thrives on innovation, adventure, risk taking and opportunities for collaborative, creative thinking
- Real learning develops from connected experiences
- Students feel safe and cared for
- There is mutual respect and supportive partnerships between students and between adults and students
- There is a bridge between individual learning experiences and the knowledge of the wider society including the school's local cultures and communities, European and worldwide cultures and communities
- There is good transition from one classroom to the next and one school to the next
- Developing responsibility and self-esteem for students is an essential preparation for life
- Students' understanding of their own learning strategies helps to promote lifelong learning
- Students' learning includes the use of up to date and innovative technology and research
- Students' learning includes their own personal development including spiritual, moral, social, cultural and physical and emotional health.

5.3 The success of curriculum design and curriculum principles implemented in practice should be seen in key elements of learners' achievements. These need to be seen not only in academic terms but also in terms of students' development as learners. The following framework should be used according to the learner's age and stage of development.

Engagement

- Confidence
- Perseverance
- Enthusiasm
- Learning from their own mistakes
- Becoming confident and articulate learners
- Being a confident participant and having an understanding of what is expected of them on a day to day basis
- Linking their learning to a range of situations both in and out of school

Creativity

- Becoming a creative and imaginative learner
- Curiosity
- Adaptability
- Ability to make informed choices and respect the choices of others
- Problem solving
- The ability to communicate effectively
- The ability to discriminate, discern and critique (understanding two sides of an argument)
- Taking risks and learning from mistakes
- Enjoy a range of cultures and arts
- Participating in a range of (artistic, sporting) community and cultural activities

Relationships

- Forming and sustaining positive relationships
- Sharing, negotiating, collaborating and taking turns working productively both with others and by themselves
- Empathy
- Independence
- Collaborative and leadership skills and an awareness of personal and group responsibility in the process

Self-awareness

- An awareness of how to take care of themselves and recognise their own physical well-being
- Having a positive view of themselves – self-esteem
- Contributing to the self-evaluation of their own learning
- Respect for themselves and for others
- Self-motivation and enthusiasm in their learning
- Knowing who can help them and how to ask for help
- Knowing what is right and wrong
- The ability to manage time and knowing what they need to do next confidence in their own cultures and languages, and to relate positively to other cultures and languages

(Adapted from work by Guy Claxton, Bristol University)

6.0 Curriculum Entitlement

6.1 This introduction provides an overview of the responsibilities of

the School for the provision of essential aspects of the curriculum for students. These responsibilities are elaborated in more detail in below.

6.2 The School has a responsibility to ensure that each student has an entitlement to:

- A curriculum which enables students to feel confident, valued and successful and respect themselves and others as learners
- A curriculum which enables students to work and learn together in a high quality teaching and learning environment
- A curriculum that is broad, balanced, flexible, relevant, inclusive and well planned
- A curriculum which is well matched to individual need, providing the context for in-depth learning
- A curriculum which will enable students to make a significant contribution to the school community and the wider world
- A curriculum which provides continuity that is effective and supports progression and successful transition (home-school, between classes, school-school, school-college/Higher Education/work)

6.3 The LEA has a responsibility to:

- Ensure access to the provision of high quality support, guidance, advice and professional development to enable the School to translate its curriculum into its own school context and within the broad learning partnership of
- Provide a high quality and appropriate environment for teaching and learning for all students
- Work with other schools and other education and training providers to develop curriculum planning to ensure that all students' needs are met and to disseminate that practice
- Provide high quality support, guidance and advice to enable the School to promote meaningful and effective home-school partnerships, links within the community and with other agencies
- Support and develop approaches for effective transfer and transition

6.4 A curriculum which enables students to feel confident, valued and successful and respect themselves and others as learners will provide opportunities to:

- Recognise, share and celebrate students' achievements, strengths, talents and expertise
- Be engaged in identifying personal aspirations and setting targets to achieve them
- Celebrate their own record of achievement
- Learn to build and maintain relationships
- Develop good attitudes for lifelong learning
- Learn to develop a safe and healthy lifestyle.

6.5 A curriculum which enables students to work and learn together in a high quality teaching and learning environment will:

- Reflect, support and challenge current learning by providing opportunities for independent and collaborative tasks within the wider Hounslow community of schools
- Include the provision of a learning environment which exemplifies high standards and expectations for all and opportunities for celebration of the curriculum
- Enable students to be active in supporting one another and taking responsibility for the creation, use and maintenance of the environment
- Ensure that the school buildings and grounds provide a safe and stimulating learning environment for the curriculum

6.6 A curriculum which is broad, balanced, flexible, relevant, inclusive and well planned and is well matched to individual need, providing the context for in-depth learning will:

- Enable provision for students' individuality in the learning process, their changing needs and the development of their understanding of how they learn through taking increasing responsibility for addressing their own educational needs
- Identify and break down barriers to learning for individual and groups of students

6.7 A curriculum which will enable students to make a significant contribution to their school community and the wider world will provide the opportunity for students and teachers to:

- support each other in their learning
- Share and celebrate their learning experiences in school and with parents/carers;
- Take personal responsibility for their contribution to the school's well-being and improvement

- Include the key areas of learning: language and communication, mathematical development, knowledge and understanding of the world, physical development and creative and artistic development
- Have at its core the key skills of literacy, numeracy, ICT, problem solving, creative and critical thinking, working with others and resilience to manage change
- Address the needs of the whole child/young adult through provision for spiritual, moral, social, cultural, intellectual and emotional development

6.8 It will also:

- Provide an appropriate balance of use of the indoor and outdoor environment
- Be planned and assessed effectively on the basis of what students know, understand and can do so that teachers and students know the next steps to take
- Empower students to plan, assess and evaluate their own learning and that of others
- Include planned opportunities to work with and in the wider community and in the environment of Hounslow and West London through local businesses and organisations and through local and global issues
- Provide opportunities to take part in class, school and public events
- Empower students to develop their particular skills, talents and interests.

6.9 A curriculum which provides continuity that is effective and supports progression and successful transition (home-school, between classes, school-school, school-college/Higher Education/work) will:

- Plan collaboratively for continuity of content and organisation of the curriculum at points of transition, taking account of prior learning
- Develop a shared understanding of a curriculum for learning and standards and progress achieved by students
- Transfer/receive and use information effectively at all points of transition.