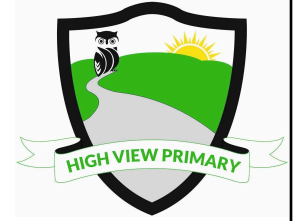


# High View Primary School

## Curriculum Statement



### Intent

#### *Why do we teach what we teach?*

Our curriculum is designed to develop confident learners who embody the values of ambition, resilience, independence and critical thinking. Regardless of their individual differences or starting points, all children will acquire the skills needed to develop self-help strategies, enabling them to navigate learning, including social and personal challenges. By the time they leave High View, they will be better equipped for lifelong learning than when they first arrived.

At High View Primary School, our curriculum, including our wider enrichment offer, is designed to provide our pupils with Opportunities to Thrive. By providing engaging and purposeful learning opportunities, pupils are motivated to become life-long learners. In every learning opportunity, children develop essential skills and values through our core principles of Responsibility, Belonging, Perseverance, Self-Belief, Respect, Curiosity, and Creativity.

Rooted in our school's mission is our overall goal of enabling our learners to possess the values, knowledge and skills needed to thrive in the world we live in today and the world they will create in future.

#### **What are we trying to achieve at High View?**

- We aim for all learners to confidently access our enriched curriculum.
- Reading and oracy are prioritised as key elements of our curriculum. We strive for all children to form a strong foundation in effective communication, always building vocabulary.
- Develop and discover new skills to support personal growth and academic success.
- Develop well-rounded learners through wide experiences via a broad and inclusive curriculum.
- Prepare pupils for future learning by building on existing skills and knowledge.
- Celebrate individual differences and promote inquisitive minds that are curious and open to new ideas.
- Build resilient, independent, and confident learners through rich and engaging learning experiences.

### Implementation

#### *How do we teach what we teach?*

#### **How do we Implement Our Curriculum at High View?**

At High View, we deliver a curriculum that is broad, inclusive, and ambitious for every child. Our approach ensures that all learners are supported to confidently access an enriched curriculum, regardless of their starting points.

#### **Curriculum Delivery and Lesson Structure**

- Core subjects, including Reading, Writing, Phonics (EYFS to Yr 2 and beyond if needed), and Maths, are taught daily across all year groups to ensure a strong foundation in essential skills.
- Well-planned opportunities to develop oracy and writing skills are more embedded throughout the school, from Early Years to Year 6.
- Science, foundation and wider curriculum subjects such as History, Geography, PSHE, Art, Design & Technology, and Computing are taught weekly or in planned blocks, ensuring consistency and depth.
- Pupil voice groups enable our children to become active citizens, support school improvement and represent the views of others.
- Forest School and Presto (drama/music) lessons are delivered by specialist teachers, enriching our offer and ensuring expert-led learning experiences.
- A specialist PE coach supports the delivery of the PE curriculum while providing professional development for teaching staff.
- Chromebooks are increasingly used across the curriculum, both as adaptive tools to support individual learning needs and to prepare pupils for future digital learning environments.

### **Reading, Writing, and Disciplinary Literacy**

- Reading is at the heart of our curriculum. We use a bespoke phonics programme, developed by our Early Reading Leader and reviewed regularly by a nationally recognised English consultant.
- Pupils write regularly across the curriculum using disciplinary writing appropriate to subjects like Science, History, and Geography—helping them to apply their literacy in context and with purpose.

### **Access, Enrichment, and Talent Development**

- We are ambitious for all children to have full access to every aspect of the curriculum.
- Our curriculum offers broad and engaging experiences, including extra-curricular clubs, enrichment days, and real-world connections to learning. In Year 4 and Year 6, children participate in residential trips to High Ashurst and the Isle of Wight, respectively. These experiences are carefully chosen to support pupils' personal development, independence, and resilience beyond the classroom.
  - The Year 4 residential at High Ashurst introduces younger pupils to outdoor learning and team-building in a local, supportive setting, building their confidence and cooperation skills.
  - The Year 6 residential to the Isle of Wight offers a more extended, immersive experience that encourages independence, leadership, and social growth—key as pupils prepare for secondary school.
- These residential trips also enhance curriculum learning in geography, science, PSHE, and physical education, providing rich, real-world contexts that make learning meaningful and memorable.
- The curriculum is designed to ensure all learners experience opportunities to build cultural capital; educational visits, themed weeks, hosting special visitors and workshops, library visits, participating in charitable work, etc.
- We provide opportunities to identify and nurture talents, whether academic, artistic, sporting, or interpersonal. For example, our drama and PSHE curriculum provide opportunities for children to broaden their character and personal development. From preparing for a LAMDA exam or a public performance in a local theatre to learning essential life skills such as first aid and online safety, pupils are supported to grow in confidence, responsibility, and perseverance.

### **Effective Teaching Staff**

- We maintain high expectations for all pupils.

- Lessons are progressive and carefully sequenced, with key concepts, essential knowledge (progression maps and knowledge organisers), and subject-specific skills clearly identified in every unit.
- Ongoing assessment is used effectively to inform teaching, address gaps, and ensure progress is monitored and acted upon regularly.
- Our teaching team delivers engaging and effective lessons, underpinned by evidence-based approaches. We draw on Rosenshine's Principles of Instruction, the EEF's "5-a-day" strategies, and the "I do, we do, you do" model to ensure clarity, structure, and progression in every lesson. Effective modelling, small steps of learning, and regular opportunities for recalling and reviewing knowledge are embedded throughout our practice to support deep understanding and long-term retention.
- Staff receive targeted CPD to continually improve the quality of teaching and learning.

### **Collaboration and Excellence**

- High View is proud to be part of the Challenge Partners Network of Excellence, regularly working with peer schools to reflect, refine, and raise standards.
- We also collaborate closely with local schools to ensure that our provision is benchmarked against high-quality practice, driving continuous improvement.

## **Impact**

*How do we know what pupils have learnt and how they have learnt it?*

### **How do we measure the impact of our curriculum?**

We evaluate the impact of our curriculum through a range of qualitative and quantitative methods to ensure it is effective, engaging, and meaningful for all pupils.

### **Using Data to Measure Impact**

We use outcomes from the EYFSP, Phonics Screening, Multiplication Times Table Check and KS2 SATs to measure impact. Outcomes are analysed against local and national averages, trends over time, and targets at individual, group, class, and year-group levels. Progress is measured from starting points and reviewed for key groups, including SEND, PPG, and EAL. Attendance figures are also used to indicate the impact of our curriculum.

### **Measuring the impact of our Inclusive Curriculum**

- Regular SEND review meetings ensure provision meets individual needs.
- Outcomes for PPG, SEND, LAC and EAL pupils are closely tracked to identify and address gaps.
- Case studies demonstrate progress against personal targets.
- Parents are actively involved in supporting learning and outcomes.
- The lowest 20% of readers in each class are identified, tracked, and supported.
- We work with external agencies to set clear targets and implement measurable strategies.

### **'In the moment' Assessment**

- At High View, assessment is ongoing and involves live feedback, distance marking, and self/peer assessment.
- After lessons, teachers review all books, identifying strengths and common misconceptions, and address these before new learning begins.

- Deeper marking provides specific next steps and may occur during or after lessons, with time given for pupils to respond.
- Children are encouraged to self-assess or peer-assess before receiving teacher feedback.

### **Our Monitoring and Evaluation Cycle**

- Robust monitoring and evaluation ensure high-quality teaching and learning across all subjects.
- Subject leaders evaluate their areas using methods such as planning scans, book scans, learning walks, and pupil voice discussions.
- Teachers receive feedback after each monitoring activity, either individually or as a year group.
- Subject leaders produce a Performance Summary Report highlighting strengths and development areas.
- The Performance Summary Report is shared with all staff at the next Professional Development meeting.
- Development areas are addressed through actions such as staff training, modelling, and co-planning/teaching.
- These areas become a focus in the next monitoring cycle.
- Subject leaders use assessment data, and other outcomes, to further support the leadership of their subject.

### **External Reviews**

Periodically, we welcome visitors such as Ofsted inspectors, Challenge Partners Reviewers, Local Authority representatives, consultants and moderators. These professionals conduct thorough reviews of the school, including in-depth scrutiny of our curriculum provision and its implementation, providing valuable external validation and guidance for improvement.

### **Events with Other Schools**

The performance and engagement of our pupils during collaborative events with other schools—such as sporting competitions, academic challenges, and creative showcases—serve as a useful indicator of how well our curriculum prepares children to apply their learning in different contexts and alongside their peers.

### **Pupil Feedback**

We regularly gather insights from our pupils through formal questionnaires and structured discussions, as well as through informal conversations during lessons, playtimes, and other parts of the school day. This feedback helps us understand pupils' experiences of the curriculum, their engagement with learning, and areas where we can enhance provision.

### **Parent Feedback**

We actively seek and value the perspectives of parents through a variety of channels including parents' evenings, workshops, open mornings, surveys, questionnaires, and informal discussions. This feedback helps us assess how well the curriculum supports children's development at home as well as in school, and ensures that our curriculum continues to reflect the aspirations and expectations of our wider school community.