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| **Clover Hill Curriculum Newsletter** |
| At Clover Hill, we ensure that all our pupils have access to a **broad** and **balanced** curriculum which is relevant to 21st century life and which encourages children to become **lifelong learners**. Our children are at the centre of our Clover Hill curriculum design and we believe that personal and social aspects of the curriculum are just as important as academic aspects of the curriculum.  Our outstanding curriculum always strives to improve children’s **basic skills** and **attitudes to learning**. |
| **Clover Hill Curriculum Drivers** |
| We have identified 4 key drivers that we passionately believe should always be developed throughout our Clover Hill curriculum. |
| **Long-Term Memory** |
| We recognise that nothing has been learned until it is in the long-term memory. We are mindful that children need to have long term retention of learning. Learning that is carefully planned, learning that is **rich** and not random, deep and not just light touch. Our subject planning prioritises opportunities for spacing, interleaving and retrieval practice of **foundational knowledge** which strengthens the long-term memory of our children, facilitating success in their longitudinal learning.  Teachers use creative and effective strategies to embed long term learning when planning and delivering teaching and learning. We aim to ensure that pupils embed key concepts in their long-term memory and apply them fluently.  **This year we are aiming to streamline our teaching content (whilst ensuring the National Curriculum objectives are still met) so that there are more opportunities for recap/revisit/consolidate foundational knowledge.**  **We are facilitating opportunities for children to see the links between what they are learning now, what has been learnt previously and what will be learnt in the future.** |
| **Enquiry-Based Learning** |
| We have bright and inquisitive children and therefore need to ensure we challenge them appropriately. Ensure opportunities are fully maximised by incorporating higher order thinking opportunities in all subjects. We believe that by setting up an enquiry-based approach to our curriculum this will accelerate learning opportunities for all.  We ensure all our subjects are driven by effective questioning which are essential for good quality teaching. Teachers provide substantive feedback to pupils in all subject lessons, resulting either from pupils’ questions or from answers to teachers’ questions. The types of questions asked are varied and clearly match the subject knowledge and skills to be mastered.  Using higher order thinking questions in our subject teaching also supports our work on the growth mindset and our aim to increase independence and resilience in our children. Children are developed to take ownership of their learning and by doing so are empowered partners. Lessons are driven by effective questioning.  **We encourage children to give full and detailed responses explaining their thinking.** |
| **Real-Life Relevance** |
| Children need to see the relevance for the learning that is taking place – linked to the outside real world and their future education. We passionately believe that our children need to be genuine partners in their learning- they need to be motivated and empowered.  To do this, we feel our children need to see the relevance of what they are learning…. Why… and How ……it can be used and why it is important to know. Children thrive on using and applying new knowledge and skills and being able to see the importance of what they are learning.  **Our staff team model the Secrets of Success and the three R’s (Ready, Responsible and Respectful) and share with the children their experiences of using them in their day to day lives and how these values enable them to live their lives as good citizens. We want children to be able to leave Clover Hill equipped with the tools to be successful in the next stage of their education.** |
| **Pride** |
| **High expectations in all that we do - presentation of work and school, uniform, behaviour and attitudes, teaching and learning.**  Standards of presentation of work in books are high across all subjects.  Basic key spellings and punctuation are consistently applied correctly across all subjects  Letters are formed correctly (joined KS2) and are consistent in size across all subjects.  Standards of uniform are consistently high.  High standard of manners and respectful communication to peers and adults. |
| **English and Maths Home School Curriculum Support Guides** |
| Everyone in Year 1 – Year 6 should have received a pack of parent resources in September. These guides have also been published in the year group pages on our website, so you can access additional copies. The packs have been designed to help parents support learning at home, reinforcing our Clover Hill home school learning partnership. There is an obvious emphasis on accelerating progress in the basic skills at home. In your pack, you will have received:   * A guide to help you support reading at home with your child and improve their comprehension skills with a recommended book list. * Statutory spelling lists to check through with your child * Sample of our cursive handwriting script. * A maths calculation booklet demonstrating and explaining the methods used.   We hope you have found these packs extremely informative for homework support. They are available on our website in your child’s class page.  Parents are a child’s first teachers and the home is a child’s first classroom. As key resources for learning and growth, parents help to shape a child’s social, emotional and physical development so that they can thrive in school and beyond.  At Clover Hill, we firmly believe that successful learning starts with a shared agreement between families and schools to work together and it involves committed actions to make it happen.  As a parent, you can help at home to reinforce this important home-school partnership which in turn can help your child stay on track and expand their learning opportunities:   * Provide a place and time at home for homework and check it has been completed * Talk each day with your child about their activities in class and school day * Express high expectations and standards for your child’s learning/ work presentation |
| **Home Learning online programmes** |
| Please encourage your child to complete their homework on MyMaths and Spelling Shed. These programmes are an excellent way to reinforce learning that has taken place in school. |
| **Enriched Curriculum** |
| Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day.  Educational visits and visitors are an integral part of our curriculum. We value the opportunities such visits offer our pupils, bringing learning alive and providing first-hand experience to enrich and deepen knowledge and understanding of the subject. |
| **How are ALL learners, including those with SEND, supported to achieve at Clover Hill?** |
| 1. **Well-organised classroom** (Predictable routines; visual timetable; welcome slide) |
| 1. **Dual coding** (spoken instructions with written / pictorial copy left on Interactive White Board; talk through worksheets) |
| 1. **Support Working memory** (eliminate unnecessary copying from the Interactive White Board; break up listening time with tasks; chunk instructions; add visual cues; task lists on Interactive White Board; give time for processing) |
| 1. **Repetition** (repeat instructions back without re-phrasing; ask children to repeat them back; over-learning; spiral approach etc) |
| 1. **Timing support** (share timing expectations: blu-tac on clock; crossing time off Interactive White Board; individual support for task management) |
| 1. **Variety of recording methods** (allow children to demonstrate understanding in variety of ways: PowerPoint, posters, oral presentations, mind maps, labelling, sorting statements, cloze) |
| 1. **Clear expectations** (share completed examples – WAGOLLs- What A Good One Looks Like) |
| 1. **Key Vocabulary** (taught explicitly and referred back to; display on Working Wall alongside visuals; ‘Never Heard the Word’) |
| 1. **Seating plans** (flexible groupings; sit children near who need checking or additional support; pairings: role model for learning; complementary strengths – good reader with good orator, careful seating for those with visual and hearing impairment) |
| 1. **Reading Age** (know the reading age of all children in the class so resources are appropriately matched) |
| 1. **Metacognition** (discussions around methods of working; teacher modelling the thought process e.g Guided Reading) |
| 1. **Relationships** (catch them displaying desired behaviour; learn strengths, needs and interests, name-led instructions; calm, clear manner; Marvellous Me; transitions signalled and supported) |
| **Our school reflection poem** |
| **This is our school…**  **This is our school, Clover Hill**  **Let happiness and love live here.**  **This is our school, Clover Hill**  **Let kindness and respect be shown here.**  **Respect of one another, respect of the rules that keep us safe and respect of life itself.**  **Let us always remember to try our best and reach for the stars and shine.** |