



Curriculum drivers: Challenge

<p>Background / Definitions</p>	<p>MISSION STATEMENT At Beech Hyde, we value everyone as an individual. Our vibrant learning community provides a supportive, challenging environment that places equal importance on academic progress and the nurture of self-belief. We strive to help every child to reach their maximum potential and leave us as well-rounded, life-long learners, able to flourish in the next phase of their lives.</p> <p><i>The children are at the centre of everything that we do and as a learning community, we continuously challenge ourselves to achieve the highest standards. Beech Hyde is committed to ensuring equality of opportunity in the development of all staff and pupils.</i></p> <p><i>We aim to equip pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum:</i> <i>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</i> (National Curriculum)</p>
<p>Intent: Reason for choice of driver in our context</p>	<ul style="list-style-type: none"> • We aim to ensure that every child is given the opportunity to flourish across all areas of the curriculum. • We recognise the importance of promoting challenge for personal development. • We aim to support children to identify and nurture their own personal interests and talents. • We are determined to set and support high expectations to enable children to reach their full potential.
<p>Implementation: How the driver is visible through the curriculum and the school</p>	<ul style="list-style-type: none"> • Subject leader action plans / CPD / reporting includes a focus on challenge in each subject. • Teachers are supported to develop subject knowledge and pedagogy in all subjects they teach. • Challenge is evident in planning, lessons and pupil outcomes. • Teachers explicitly develop skills for challenge. • Children recognise challenge as a positive part of learning (Positive minds). • The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
<p>Impact: planned outcomes for our children</p>	<ul style="list-style-type: none"> • All learning builds towards an end point. Learners are being prepared for their next stage of education at each stage of their learning. • Children develop resilience and enjoy challenges. • Children develop their unique personal interests and talents. • Monitoring and evaluation provide evidence of challenge across the curriculum.



Curriculum drivers: Inclusion

<p>Background / Definitions</p>	<p>MISSION STATEMENT At Beech Hyde, we value everyone as an individual. Our vibrant learning community provides a supportive, challenging environment that places equal importance on academic progress and the nurture of self-belief. We strive to help every child to reach their maximum potential and leave us as well-rounded, life-long learners, able to flourish in the next phase of their lives.</p> <p><i>The children are at the centre of everything that we do and as a learning community, we continuously challenge ourselves to achieve the highest standards. Beech Hyde is committed to ensuring equality of opportunity in the development of all staff and pupils. (School Improvement Plan)</i></p> <p><i>'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'</i> (National Curriculum)</p>
<p>Intent: Reason for choice of driver in our context</p>	<ul style="list-style-type: none"> • We aim to promote equality of opportunity. • We aim to ensure that the curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills. • We are determined to make provision for disadvantaged pupils and pupils with SEND to acquire the knowledge and cultural capital they need to succeed in life.
<p>Implementation: How the driver is visible through the curriculum and the school</p>	<ul style="list-style-type: none"> • Our SEND provision is specifically focused on the needs of each individual child. • Termly cycle of assess – plan – do – review for all SEND children. • Subject leader action plans / CPD / reporting includes a focus on inclusion in each subject. • Teachers are supported to develop their inclusive practice in all subjects they teach. • Inclusion is evident in planning, lesson activities and pupil outcomes. • The school actively promotes equality of opportunity and diversity. Pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. • Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different characteristics and no forms of discrimination are tolerated. • The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. • Principles of inclusion are evident in the whole school wider curriculum – assemblies, theme days, community events, peer support.
<p>Impact: planned outcomes for our children</p>	<ul style="list-style-type: none"> • To develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. • To promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. • To support readiness for the next phase of education, so that pupils are equipped to make the transition successfully. • To promote a sense of enjoyment and fascination in learning about themselves, others and the world around them. • To develop a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.



Curriculum drivers: Beech Hyde Positive Minds

<p>Background / Definitions</p>	<p><i>Learners' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</i> (Behaviour and attitudes - The education inspection framework May 2019)</p> <p>The curriculum supports learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.</p> <p><i>Developing pupils' character, defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.</i> (school inspection handbook 2019)</p> <p><i>Pupils' motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education.</i> (Behaviour and attitudes school inspection handbook 2019)</p>
<p>Intent: Reason for choice of driver in our context</p>	<ul style="list-style-type: none"> • School Improvement Priority 2018 – 19 to develop a whole school understanding of 'growth mindset'. Through research we identified that promoting a growth mind-set in schools has a positive impact on learning and personal development. • School Improvement Priority 2019-2020 Staff develop identified drivers that make the curriculum special at Beech Hyde (Challenge, Inclusion, Positive Minds: resilience, independence, risk-taking, curious and creative, reflective, team-work)
<p>Implementation: How the driver is visible through the curriculum and the school</p>	<ul style="list-style-type: none"> • The staff team collaborated to identify characteristics for learning and for personal development that we felt would benefit the children and the whole school community. The project was launched in summer 2019. ○ Weekly assemblies to promote positive minds characteristics ○ Classroom and whole school displays ○ Animals to represent each characteristic in every classroom ○ Weekly challenges set to explore personal responses ○ Opportunities to promote characteristics throughout the curriculum and in school life ○ Recognition for demonstrating characteristics in lessons, around school and as role models in assemblies ○ Whole school using the language and principles of our Positive Minds ○ Sustained focus in SDP 2019 - 20 ○ Parental engagement – newsletters, updates, weekly sharing assemblies
<p>Impact: planned outcomes for our children</p>	<ul style="list-style-type: none"> • Actively enjoy learning • Have high expectations • Develop lifelong learning habits • Keep physically and mentally healthy • Pride in achievements • Prepare for future success



British Values

<p>Background / Definitions</p>	<p>The Department for Education (November 2014) published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.</p> <p>All schools have a duty to ‘actively promote’ the fundamental British values.</p> <ul style="list-style-type: none"> • Democracy • The rule of law • Individual liberty • Mutual respect and tolerance of those with different faiths and beliefs.
<p>Intent:</p>	<ul style="list-style-type: none"> • All schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so.
<p>Implementation: Visible through the curriculum and the school</p>	<ul style="list-style-type: none"> • British values are included in suitable parts of the curriculum - as appropriate for the age of pupils. • All pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils. • Opportunities such as general or local elections are used to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view. • The role of extra-curricular activity, including any run directly by pupils, includes considerations to promote fundamental British values. • British values are displayed in every classroom and these displays are referred to regularly within lessons and class discussions to ensure the values are embedded in our school.
<p>Impact: planned outcomes for our children</p>	<ul style="list-style-type: none"> • At Beech Hyde the principles of British Values are embedded in our curriculum and in school life. Children throughout the school have opportunities to discuss British Values and develop their understanding. • Our aim is to ensure that our children: <ul style="list-style-type: none"> ○ become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. ○ understand the importance of respect and leave school fully prepared for life in modern Britain. ○ are equipped to be responsible, respectful, active citizens who contribute positively to society. ○ develop their understanding of fundamental British values. ○ develop their understanding and appreciation of diversity. ○ celebrate what we have in common and promote respect for differences.



Citizenship (school community, local, national global)

<p>Background / Definitions</p>	<p><i>A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. (national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4)</i></p>
<p>Intent:</p>	<ul style="list-style-type: none"> • To promote an interest and understanding of community and citizenship for all children. • To enable children to take an active part in their local, national and global community • To prepare children for transition to next phase of education
<p>Implementation: visible through the curriculum and the school</p>	<ul style="list-style-type: none"> • School community: Assemblies, house activity days, school council, school fundraising • Local community: Local visits and visitors programme, community events, links with local schools and local churches and places of worship curriculum links • National community: visits and visitors programme, national events marking key dates and events and taking part in charity events and fundraising days, curriculum links • Global community: Assemblies, curriculum links
<p>Impact: planned outcomes for our children</p>	<ul style="list-style-type: none"> • Aim to develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. • School community: All children are valued part of the school community and have a role to play in our school. • Local community: Children have opportunities to develop their understanding of the local community and the part they play living in Wheathampstead and Hertfordshire. • National community: Children develop their understanding of the country they live in and are a part of the national community. Children develop their understanding of the principles of 'British Values'. • Global community: Children develop their understanding of the world they live in including learning about the world, celebrating cultural differences, learning about international history and current news and finding out about challenges faced around the world.