

## **The Enfield Heights Academy Curriculum**

At the heart of our curriculum are our children and the community at Enfield Heights Academy. Our Curriculum is designed to empower our pupils and give them a voice to enact change in their communities and beyond. Our curriculum reflects the diversity of our school and our commitment to inclusion and equality of opportunity.

Our school drivers underpin and permeate the diverse curriculum that we offer within the scope and ambition of the National curriculum that we follow. Together, these create unique learning opportunities that develop children's curiosity about the world around them. We prioritise opportunities across the curriculum for the pupils to become literate and numerate whilst also developing personal qualities and skills that prepare them for their next stage of learning.

Our curriculum drivers are:

- A Force for Positive Change
- Reading

These drivers are linked to the needs of our children and our community and have been selected so that we can improve children's outcomes across the curriculum and improve their life chances as they embark on their educational career.

### **Teaching and Learning Principles**

Our teaching and learning approach encourages children to think critically, communicate effectively, and be solution focused in order to learn. We believe that children learn best by working collaboratively and through a process of enquiry, they will develop curiosity, confidence and positive learning behaviours. Through our teaching and learning philosophy, we value the lessons we learn through failure as much as those learned through our successes. We help our pupils understand that learning is a lifelong process and that everyone can succeed with effort as part of a growth mind set.

### **Curriculum Design**

We perceive the National Curriculum statements as providing the end outcomes for our children. We have carefully sequenced and developed knowledge and skill progression documents for all areas of learning, starting in Reception and progressing to year six.

The progression documents detail how teaching links to prior knowledge and skills and each year group builds on previous learning.

We know that learning only takes place when there is a change in long term memory and that new knowledge is added to existing knowledge to create and extend schemata. The key to developing long-term connections is spaced retrieval practice, exposure to and understanding of new vocabulary, experience and collaboration. Our curriculum drivers, teaching and learning pedagogy and progression documents are designed to help children make meaningful connections within and across subject areas, helping children to know more, remember more and do more over time.

## **Learning Journeys**

In each year group, curriculum content is sequenced and put together into half termly or termly Learning Journeys. Curriculum subjects are grouped together making clear cross-curricular links when appropriate, making learning meaningful and purposeful for children. A balance has been carefully struck in our curriculum between teaching the logic of the subject matter and cross-curricular links. Where links are not appropriate, subjects are taught discretely.

Each curriculum subject is carefully mapped out across the school, from Reception to Year 6, showing the key substantive and disciplinary knowledge and skills to be learned, consolidated and built-on over time.

Each half term, each year group teacher paces the knowledge and skills to be delivered through the Learning Journey, ensuring the curriculum drivers are evident throughout, but with enough flexibility to ensure that the pace is delivered according to the needs and assessment of the children. There is also enough flexibility within the plan to allow children the opportunity to develop their own lines of enquiry, thus ensuring children have ownership over their learning.

Each Learning Journey will start with a 'Big Bang' to hook the children and make them curious and excited about their new learning. Within the Learning Journey, moments of 'awe and wonder' are planned in, and the use of educational visits and specialists will enhance their educational experience and deepen their knowledge and skills. Every Learning Journey ends with a 'Celebration of Learning' where children can review what has been learned and the experiences they have had. Parents, carers and children across the school are encouraged to attend the celebrations where appropriate.

## **Inclusion**

At Enfield Heights Academy, we are an inclusive school, and we welcome all children with a range of needs, aptitudes and disabilities. Every teacher is responsible for the progress, attainment and well-being of all pupils including those with SEND, Pupil Premium and EAL. Teachers have high expectations to ensure that all children have full access to the curriculum with appropriate scaffold. This is achieved by removing barriers to learning, providing an inclusive curriculum and adapting the curriculum where necessary for identified children.

It is important that we recognise children's potential and do not put a ceiling on what we believe they can achieve due to external influences, background or need. It is one of our key priorities to close the gap between attainment of groups of pupils, particularly our disadvantaged pupils, ensuring that all children are offered the best possible life chances through education and opportunity. It is our duty to support, challenge and nurture all children to reach their full potential and prepare them fully for the next stage of their life.

Please refer to our Equality Policy and our SEND Information Report to see how our approach to the curriculum complies with our duties in the Equality Act 2010 and the Special Educational Needs and Disabilities regulations 2014.