

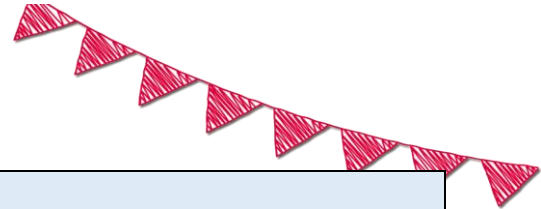


WEST HOVE
INFANT SCHOOL
.....
A family of friends

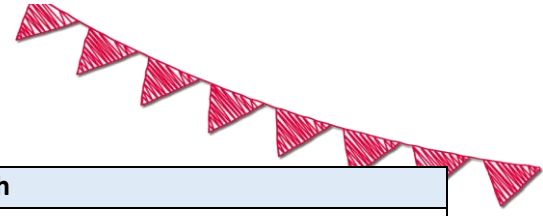


HOVE LEARNING FEDERATION CURRICULUM POLICY

Amended: Spring 2024
Adopted by the Governing body: Spring 2024
To be reviewed: Spring 2025



Vision											
'We are a Family of Friends who LEARN together.'											
Curriculum Statement											
Our Hove Learning Federation curriculum is broad and balanced giving children carefully designed opportunities to acquire and retain knowledge through thoughtfully planned, passionately taught, topic-based lessons. Our curriculum is guided by evidence-led structures and underpinned by research focused pedagogy. It is aspirational and inclusive for all learners and our children are encouraged to talk about their learning in all subjects with precise vocabulary and understanding. Through the design of our curriculum, we want to enable children to meet their full potential, make progress through their learning journey and develop into globally aware, well-rounded citizens.											
Values											
Our Curriculum is underpinned by the following values: <table border="1"> <tbody> <tr> <td>Love of learning</td><td></td></tr> <tr> <td>Equality and inclusion</td><td></td></tr> <tr> <td>Aiming high</td><td></td></tr> <tr> <td>Respect and well-being</td><td></td></tr> <tr> <td>Nurture and citizenship</td><td></td></tr> </tbody> </table>		Love of learning		Equality and inclusion		Aiming high		Respect and well-being		Nurture and citizenship	
Love of learning											
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Nurture and citizenship											
Guiding Principles											
Our curriculum is designed to meet the needs of every child by ensuring: Equity Equality of opportunity so that all children to succeed no matter their entry point. Inclusion Every child, whatever their individual abilities or needs, is equally valued. Learning Behaviours Attitudes and attributes for lifelong learning are modelled and fostered at all times. Our curriculum design, approach to teaching and the CPD we provide for staff is underpinned by the strongest available evidence on pedagogy. Personal Development Children are equipped to become global citizens, who live happy and healthy lives and know how to achieve their goals and nurture others. Skills A clear progression of knowledge, skills and vocabulary is specified, taught, assessed and retained by pupils. Our curriculum is mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills such as metacognition. Knowledge and Understanding Deep learning of the key concepts of our curriculum and the National Curriculum. Our curriculum is thoughtfully structured and sequenced to ensure that key concepts are built on lesson by lesson, year by year. Children are given every opportunity possible to retain knowledge in the long term. Our curriculum is adaptable and teachers are confident to use assessment to support and progress learning. Creativity and Critical thinking Both are nurtured: children are challenged to question, reason and express themselves. Cultural Capital Is the golden thread, woven through everything we do and every learning experience we create.											

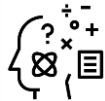


Key Theories and Evidence Based Research

The intent of our curriculum design and approach to teaching and learning is underpinned by the following key theories and evidence based research:

- Sweller's cognitive load theory
- Rosenshine's principles of instruction
- Cain and Oakhill's vocabulary instruction
- Fiorella and Mayer's generative learning practice
- Ebbinghaus' forgetting curve
- Bjork and Bjork's difficulties
- Interleaving
- Spacing
- Retrieval Practice
- Bloom's Taxonomy
- Bruner's Spiral Curriculum
- Maslow's Hierarchy of Needs
- Pupil Book Study
- Education Endowment Federation

Curriculum Designed to Meet the Needs of all Children

Equity 	Inclusion 	Learning Behaviours 	Personal Development 	Skills 	Knowledge and Understanding 	Creative and critical thinking 	Cultural Capital 
Equality of opportunity. All children to succeed no matter their entry point.	Every child, whatever their individual abilities or needs, is equally valued.	Attitudes and attributes for learning and life.	Equip children to become global citizens, who live happy and healthy lives and know how to achieve their goals.	Curriculum mapped to include the subject specific skills required to attain and excel. Children develop learning to learn skills such as metacognition.	Deep learning of the key concepts of our curriculum and the National Curriculum.	Both are nurtured. Children are challenged to question, reason and express themselves.	Is a golden thread, woven through everything we do to teach children well.



Builds

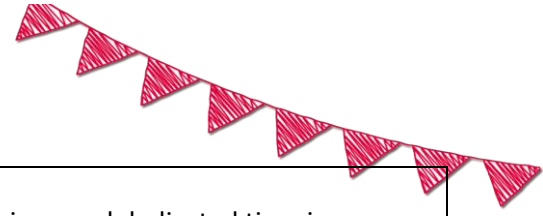
Builds



Builds

Builds

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- Builds**



Mapping and planning

At HLF, children are taught a broad and balanced curriculum. Each subject is unique and dedicated time is allocated to the teaching of national curriculum subjects discreetly. Our curriculum design is refined by:

- national Curriculum and starting points
- values and educational aims of the school
- child centred approach
- balance, breadth and depth
- links to other subjects/contexts where meaningful and purposeful
- progression of skills and knowledge
- small steps
- sequencing and cumulative learning over time
- quality and consistency

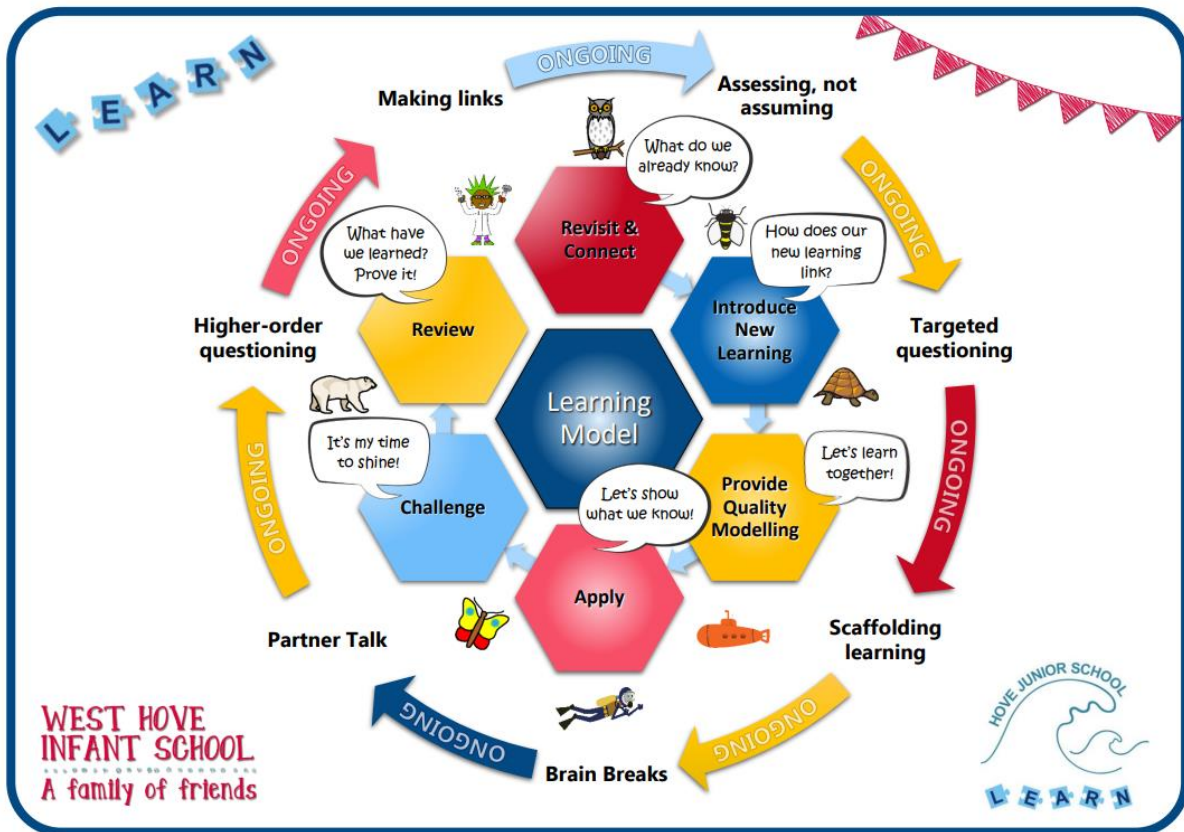
Learning Model: The Enacted Curriculum

To ensure constant quality-first teaching across the curriculum we have developed the Hove Learning Federation Learning Model. As illustrated in our visual guide below, each stage of the model has been carefully crafted on the most up to date evidence based research. It is a model designed to give enable all children to:

- Revisit prior learning from previous lessons and linked units from past terms and years.
- Make links with this learnt knowledge and new learning.
- Access new learning through skilled teacher modelling.
- Apply new understanding and skills with partner and independent work.
- Experience challenge at their level.
- Review the learning for that day and be guided to see how their understanding has deepened.

Teachers do not make assumptions about children's understanding but use a range of Assessment for Learning strategies to adjust lesson content and pace so that they are delivering the right knowledge and skills for the children they have in front of them. Learning is scaffolded to be inclusive to all and brain breaks and partner talk keep the learning engaging, accessible and challenging. Higher order questioning is used to guide children to make links and encourage considered thinking.

Staff receive regular CPD on each element of the Learning Model. Areas for development are pinpointed through monitoring and targeted for improvement.



Monitoring

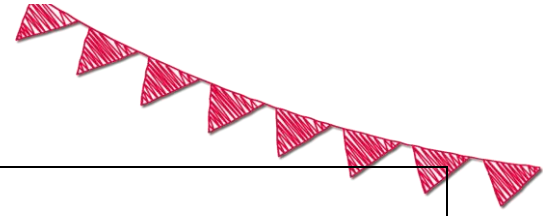
- year leader and SLT learning walks
- book looks
- planning and lesson slide / lesson flip looks
- book study pupil voice
- lesson observations
- in year / phase peer observations
- coaching and mentoring with individual teachers

Assessment

- deliberate practice and rephrasing of taught content
- cumulative quizzing within the learning sequence
- structured discussions in class
- retrieval and recall
- explaining and challenge partner talk
- self-assessment
- teacher feedback and summaries
- diagnostic questioning
- higher order thinking and exit tickets
- summarising and explaining the learning question from the sequence
- rephrasing and thinking out loud
- key vocabulary use and application
- Professor Prove It, Deep Diver and Submarines
- lesson to lesson, unit to unit, term by term, end of year feedback

7 lenses to quality assure the curriculum

- **Structure**
 - Content and Knowledge
 - Teaching Sequence
 - Vocabulary



- **Participation**
 - Explanation and Modelling
 - Tasks
 - Questioning and Retrieval
 - Feedback

Impact

Children leave Hove Learning Federation with a secure understanding of how they learn and the ability to analyse, understand and question the world around them. They are lifelong learners who have had tailored opportunities and experiences to develop their cultural capital. They leave with the knowledge of how to be socially, morally, spiritually and culturally responsible and aware. They are able to make positive contributions to the local community and wider world, and strive to be the best that they can be.

Learning Behaviours

- **Emotional**
 - name and express emotions
 - manage impulses of personal behaviour
 - show value in successes
- **Social**
 - Have strategies to focus on learning in class
 - attentive to directions, listening to the teacher
 - show empathy and appreciates diversity
- **Cognitive**
 - organise time and space for own learning
 - set goals and monitor own progress
 - talk purposefully with peers, valuing other opinions

Attitudes to Learning

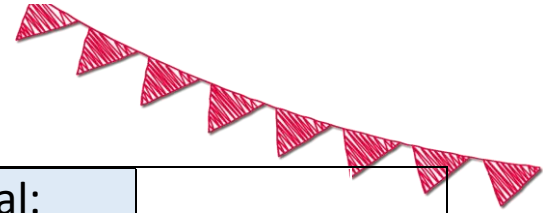
- love of learning and lifelong learners
- positive
- curious and inquisitive
- independent
- able to work in teams
- motivated and hardworking
- resilient
- proud
- ready for secondary school

Quality of Education

- evidence of learning
- attainment
- progress
- skills, knowledge and understanding
- personal development
- relationships between pupils and staff
- learning atmosphere and environment
- professional development
- school Improvement

Knowledge

At HLF we understand that learning occurs when there is a change to long-term memory. Long-term memory is a store of **knowledge**. Types of Knowledge can be categorised in several ways.



	Semantic: learning facts in order to group them together with other facts into a schema or usable cluster	Procedural: procedures, processes, and skills required to perform and complete a task or activity.	
Substantive: the established facts that are central to a subject	The knowledge mapped out in our long term subject overviews and progression ladders: e.g. naming parts of a plant	Writing in cursive script Learning to join two materials together Playing an instrument Planting seeds and growing plants	Episodic: the activities and events that allow for procedural and semantic knowledge to be learnt
Disciplinary: the ways that substantive facts are established e.g. by reviewing the data	Asking scientific questions Drawing conclusions Making predictions Debating arguments Measuring rainfall Reading music	Tying shoelaces Writing in cursive script Analysing results Answering questions in a quiz Calculating an answer	