



Curriculum Statement

At Hallsville, we believe that every child has the right to excel and to be empowered in overcoming any barriers to their learning. We aim to prepare our pupils for the opportunities, responsibilities and experiences of later life, including being ready to face the challenges that they will face and to take up the opportunities from which they will benefit as they progress to KS3. We work hard to foster positive and memorable learning experiences that will engage pupils and instill a love of learning.

Our school curriculum is aligned with the vision and values of the Agate Momentum Trust:

- Excellence based on a commitment to empowering all the children and young people in our care.
- Excellence, whatever the challenges, in developing leaders of the future regardless of age, ethnicity, gender, sexual orientation, background.
- Excellence derived from the riches brought by diverse families and communities living in a vibrant, global city.
- Excellence in achievement for all, resulting from children receiving an education matching world class outcomes.
- Excellence in the design of a forward thinking, innovative, curriculum.
- Excellence in a pedagogical approach to teaching firmly embedded in and informed by research.

Core values:

- All responsible for all, inclusion for all by all
- High aspirations across the broad curriculum which take account of the 'whole child'
- Openness, honesty and transparency
- To share expertise for the greater good of the MAT
- Safe environment where risk taking and learning can thrive
- A willingness to challenge and support to achieve excellent outcomes for all
- Equity and equality for all
- Success for all

At Hallsville we challenge children to be critical thinkers and resilient problem solvers who are willing to take risks. We believe that intelligence is not fixed so we nurture a growth mind-set in children who learn that they need to work hard to succeed. We value every child in Hallsville and strive to ensure their happiness and wellbeing as they become independent life-long learners. We use 'Philosophy for Children' to teach pupils how to be more reflective and considerate towards the views of others and regular 'mindfulness' sessions give children at Hallsville strategies to cope with their feelings.

In order to achieve our goals, we have carefully planned our curriculum so that it is balanced and broadly based. Hallsville's curriculum is based upon the National Curriculum, which provides clear age-related expectations. In addition to that our curriculum includes Personal, Social, Health & Environmental Education and Religious Education which is aligned with the Newham Agreed Syllabus. We have adopted a subject specific approach so that children can be taught the knowledge and thinking skills required for each subject, however, we make careful cross-curricular links to optimise these skills. Children are challenged to think at a greater depth, which results in a thorough understanding.

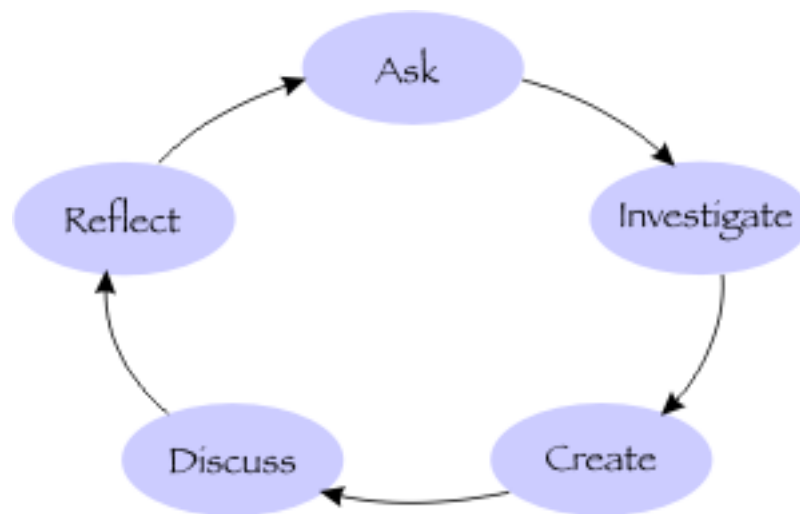
All learners benefit from deepening their conceptual understanding in relation to content within the curriculum, regardless of whether they've previously struggled or excelled. We believe pupils must be given time to fully understand, explore and apply ideas - rather than accelerate through new topics. This approach enables learners to truly grasp a concept, and the challenge comes from investigating it in new, alternative and more complex ways.

Hallsville builds real experiences into the curriculum to enrich learning through engaging with guest visitors, specialist weeks and a wide-range of educational visits.

Enquiry approach:

Children engage with many curriculum topics through an Enquiry approach sustaining, within each child, their curiosity about the world in which they live and enabling them to make increasing sense of it. The Enquiry cycle is a process which engages students to ask and answer questions on the basis of collected information and which should lead to the creation of new ideas and concepts. Units of learning often come to a conclusion focused around the communication of what has been learnt and new questions that have arisen.

The cycle of enquiry has a number of steps which include: Ask, Investigate, Create, Discuss and Reflect.



In an enquiry-based classroom, learning grows out of students' natural inclination to question the world. Enquiries may be brief, resolved by referring to a book in the library or an Internet search, or they may lead students to an in-depth study that engages them for an entire term or more. Building classrooms around enquiry engages students, integrates process and content from all disciplines, and fosters self-directed learning.

The basic enquiry process is similar for students of all ages. Students

- pose questions and explore ways to answer them
- locate and manage information from various sources
- process and synthesize their findings
- share their findings on an ongoing basis, supporting each other in their research
- reflect on and celebrate their enquiry findings with a community audience