Community Curriculum Intent, Implementation and Impact

Curriculum Intent – what do we want to achieve?
Our Heathbrook Community Curriculum energises children to become lifelong learners in a thriving learning community that provides an emotionally enabling and creative environment. It honours the uniqueness of every child and holds him/her at its centre. Our school Be the Best you can Be! values form the heart of our broad and balanced curriculum. Emotional Awareness is the underpinning driver for all our curriculum work and three interconnecting themes (Sharing the Planet, How the World Works and How we Organise Ourselves) ensure that pupils are able to build upon their knowledge and deepen their understanding as they develop into future-focused citizens.

Curriculum Implementation – how do we deliver our curriculum?
Our curriculum is based on the National Curriculum statutory framework and all teaching staff belong to one of six Domains:
- Literacy Oracy Language – including Modern Foreign Language
- Maths
- Science – including Outdoor Learning and Computing
- Physical and Emotional Health
- Arts and Creativity – including Music
- Place and Time – including History, Geography and RE.

Domain leads work together to create an interconnecting thematic curriculum providing meaningful cross-curricular opportunities for all pupils. It is recognised that some aspects of learning need discrete teaching. Topics are carefully sequenced so that knowledge and skills build up over time through revisiting themes and concepts that are continuously developed. Learning takes place within and beyond the classroom in order to develop a strong connection with London, celebrating the diversity and culture it has to offer. Our reputation for outdoor learning provision is recognised beyond the Greater London area. The school has strong and enriching partnerships with many organisations.

Curriculum Impact – what are the outcomes of our curriculum on pupils?
A culture of high aspiration and intrinsic values leads our pupils to make dramatic progress and achieve significantly higher than nationally in attainment at key assessment points. Our pupils are proud of their achievements in Music, the Arts and Sports and are externally recognised for these.

The impact of our curriculum is measured formatively and summatively. Formative assessment informs teachers’ planning as part of the ‘plan-do-review’ cycle. Robust moderation of teacher assessment takes place with colleagues from local schools and online nationally benchmarked assessments also inform our judgements. Summative assessments for each pupil in Reading, Writing and Maths are shared with parents and carers each term. This information is used for target-setting and informs future planning and interventions. Parent and pupil voice is heard at Parent Partnership Meetings, through parent and pupil surveys, during Learning Walks and through the School Council.
Reading and Writing Intent, Implementation and Impact

Reading and Writing Intent – what do we want to achieve?
At Heathbrook, we are passionate about creating a language rich environment in which children’s literacy can thrive. We believe in using creative approaches to teaching literacy, putting quality children’s literature at the heart of all learning. Reading, writing and spelling are each explicitly taught through multi-sensory approaches, ensuring that they reflect the needs of our pupils. Children begin their school experience by following a comprehensive phonics programme whilst children in Key Stage 2 engage in grammar lessons. Additionally, all children have specific spelling lessons that cater to a wide range of learning styles.

Reading and Writing Implementation – how do we deliver our curriculum?
- At Heathbrook, we use the CLPE’s Power of Reading strategy as an intrinsic part of our curriculum provision, ensuring that high-quality text is at the centre of what we do. Through text-based, whole-class teaching, we provide opportunities for: word reading, grammar and punctuation, comprehension, vocabulary development and spelling, spoken language and discussion and writing.
- Talk 4 Writing is used in conjunction with CLPE approaches to build children’s skills in imitating language and adopting high quality language in their speaking and listening.
- Teachers plan and deliver lessons that cater for the needs of all pupils through careful scaffolding, vocabulary planning and precise questioning. To facilitate planning, long term planning of writing genres and relevant SPAG topics has been developed for all year groups to ensure for consistent and precise coverage.
- To ensure that children have exposure to ‘the best that has been written’, classic texts are built into our Curriculum Map for each year group in order to expose children to rich vocabulary and literature choices.
- Vocabulary is carefully planned for each topic through the STAR words approach.
- Identified needs are quickly addressed through various interventions across the school to support less confident readers and writers. These include Literacy Lab, Words First, Go Grammar and Word Shark.
- Teaching and Learning is monitored by the Literacy Lead and SLT through the use of learning and environment walks, book looks (implemented through collaborative discussion with teachers), lesson observations and careful data analysis.
- Each academic year involves a Whole School Text that is studied by every child in the school from Nursery to Year 6 in order to promote reading throughout the school.
- Regular drama and storytelling workshops across the school are used to bring literacy to life, including through collaboration with the Omnibus Theatre.
- We engage in visits and real life experiences to create stimulus for writing, through links to various partnerships with organisations such as 575 Wandsworth Road, The Southbank Centre and The Institute of Imagination.
- We celebrate reading and oracy through opportunities such as our Reading Festival, Poetry Week, No Pens Wednesday, Let’s Play and the Heathbrook Fringe Festival.

Reading and Writing Impact – what are the outcomes of our curriculum on pupils?
- Learning is monitored through various formative and summative assessment tools.
- The school’s marking policy provides students with immediate feedback within lessons.
- ‘DNA’ ticks are used to formatively assess pupils’ progress and attainment.
- GL Testing is used to summatively assess pupils’ progress and attainment.
- PM Benchmarking is used to summatively assess pupils’ reading.
Mathematics Intent, Implementation and Impact

Mathematics Curriculum Intent - what do we want to achieve?
At Heathbrook, we are committed to ensuring that all of our pupils become fluent in the fundamentals of mathematics, are able to reason mathematically and can solve problems by applying their knowledge in a range of contexts.

We are dedicated to enabling children to recognise the importance of mathematics in the wider world so that they are able to use their mathematical skills and knowledge confidently in a variety of situations in their lives. We want all children to enjoy mathematics and to develop a deep and sustained conceptual understanding so that they can experience success in the subject. We aim for pupils to achieve mastery of mathematics by acquiring a deep, long-term, secure and adaptable understanding of the subject. We seek to develop children’s curiosity about the subject, as well as an appreciation of the beauty and power of mathematics.

Mathematics Curriculum Implementation – how do we deliver our curriculum?
The content and principles of the Early Years Foundation Framework, 2014 National Curriculum and the Teaching for Mastery approach convey how mathematics is implemented at Heathbrook. Mathematics is taught coherently and sequentially in Years 1 to 6 using the White Rose Maths schemes of learning. Units of learning are broken down into a series of small, connected steps with each building on the children’s prior learning. Each lesson focuses on one small step or a series of small steps. Pupils in the Early Years are prepared for the National Curriculum by developing a solid conceptual understanding of number, shape, space and measure. The Early Years Foundation Framework is used to guide mathematical learning in the Nursery and Reception classes. Learning throughout the school is introduced using a concrete, pictorial and abstract approach so that pupils develop a conceptual understanding of mathematics through a variety of manipulatives and representations.

Teachers plan and deliver lessons to address the needs of all pupils with the use of scaffolding, skilful questioning, rapid intervention and carefully designed enriching activities. The vast majority of pupils progress through the programmes of study at broadly the same pace. Pupils who grasp concepts rapidly are challenged by being offered rich and sophisticated problems before any acceleration to new content. Those who are not sufficiently fluent with earlier material consolidate their understanding, including through additional practice, before moving on. Teachers aim to rapidly address gaps in children’s understanding within the lesson and through targeted intervention outside of the lesson.

Consistency in teaching mathematics across the entire school is achieved by teachers planning and delivering lessons with the aid of high-quality and rich resources including: White Rose Maths materials; The Department for Education’s approved textbook Power Maths and other mastery resources from NCETM, NRICH and subscription websites.

Mathematics Curriculum Impact – what are the outcomes of our curriculum for pupils?
The impact of our curriculum on pupils' development of mathematical knowledge and skills is measured formatively and summatively. Regular and ongoing assessment by teachers and the use of online nationally benchmarked assessments informs teaching, as well as intervention, to support and enable the success of each child. Summative assessments for each pupil in mathematics are shared with parents and carers each term.
In-school moderation of teachers’ assessments is conducted by year group teams, the Mathematics Domain Leader and Senior Leaders. The Mathematics Domain Leader rigorously monitors teaching and learning to ensure that pupils make good progress across the school. These factors ensure that we are able to maintain high standards in mathematics, with achievement at the end of Key Stage Two significantly higher than the national average and a high proportion of children demonstrating greater depth at the end of each phase. In the Early Years, a mixture of child-initiated and quality teacher-led learning enables the vast majority of pupils to progress seamlessly onto the National Curriculum by achieving their Early Learning Goals in mathematics. Upon completion of Year 6, our curriculum enables pupils to be fully prepared and equipped to successfully continue their mathematical learning journey at secondary school and in their later lives.