

# Mill Hill Primary Academy – Intent, Implementation and Impact Statement

## **Work hard, Dream Big and Never Give Up!**

At Mill Hill Primary Academy, we put children at the heart of everything we do. Our exciting and creative curriculum is designed to enable children to reach their full potential by developing a love of learning, a desire to succeed, a determination to overcome barriers and an opportunity to excel regardless of their starting points or background. Our school motto, of work hard, dream big and never give up, is the founding principle and our driving force to ensure pupils work hard and achieve their dreams.

### Curriculum intent:

We are committed to providing a broad and balanced curriculum that offers a wide range of exciting learning opportunities and challenging activities for all our children where they gain essential knowledge, skills and understanding to enable them to reach their full potential academically, physically and artistically.

The National Curriculum forms the core offer at Mill Hill Primary Academy. This is further enhanced with a wide range of learning experiences that go above and beyond the National Curriculum objectives.

The aim for our curriculum is to lay a firm foundation for our children's future endeavours and inspire them to be the best they can possibly be as responsible and engaged citizens of the future. It is our vision that our curriculum, closely linked to careers education, will offer them a window to a wider world that they may not currently see and encourage them to have high aspirations and a drive to fulfil their full potential.

We provide a creative and stimulating environment and an atmosphere of mutual respect. This enables the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is designed to ensure that when our pupils leave Mill Hill to move on to secondary education they:

- Demonstrate positive attitudes to their learning; embracing challenge and exhibiting resilience and perseverance.
- Have a secure understanding of the fundamental skills in reading, writing and maths.
- Are independent and inquisitive learners.
- Are ambitious and take pride in all that they do.
- Are compassionate and caring; demonstrating high levels of respect for others.
- Are confident and responsible citizens who contribute to and demonstrate an appreciation of the world they live in.
- Are articulate; demonstrating the ability to question, debate and challenge.

### Curriculum Implementation:

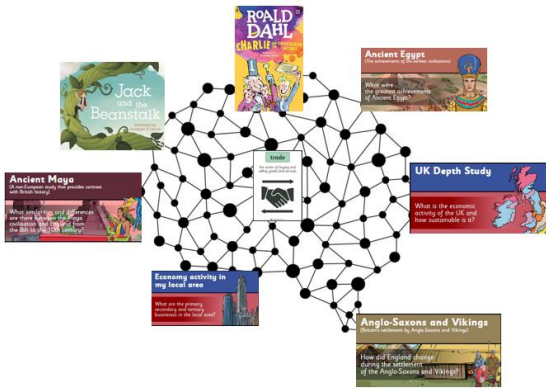
We ensure that our children are able to see links in their learning and do not see subjects as stand-alone. Our planning ensures that there is clear progression and sequence across all years. Our curriculum model ensures that our children know and remember more through cross-curricular links, being fully immersed in learning and spaced repetition.

We use our curriculum as our narrative. We do this because **every bit of knowledge is important.**

Curriculum as narrative is just like this: each piece of knowledge builds on the next and takes on deeper meanings and understandings as time goes by and the story is more fully understood. A curriculum as a narrative approach does all of this and more.

We have broken our curriculum into units. Our vibrant and rich curriculum is designed so that subject specific skills are scaffolded within and across our units. We block teach science, history, art, design and technology and geography. The reason for this is to fully immerse the children into the given subject to support them to know and remember more at a much deeper level. All other subjects continue to be taught weekly. Our curriculum is designed to bring all subject disciplines together so children can clearly see and understand links and it enables them to revisit learning more frequently. This encourages our children to link their learning and apply their skills in all areas.

Please see the image for an example of how our curriculum links through our substantive concepts to build a 3D curriculum.



All of our units begin with an overarching enquiry question. These are then broken down into unit overviews designed by subject leaders as specialists in their subjects. This ensures both progression and effective sequence of learning and knowledge. Teachers then tailor unit overviews to address the specific individual needs of pupils in their class so that all pupils are able to reach their full potential regardless of their starting point.

In Key Stage 1, children start the year learning about events most recent to their life and from that point units move backwards ending the year on the furthest away in history. This gives children an understanding of what history is – we call this the place value of history. In Key Stage 2, history units are taught in chronological order to give children an understanding of what order historical events/periods took place.

Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or context each term. In order to ensure that progression and balance is maintained, the programmes of study are then developed into medium term plans/unit overviews and sequences of lessons. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point.

### Quality First Teaching

- Staff have high expectations of themselves and all of the children
- Teachers are expected to impart knowledge accurately and with enthusiasm
- Teachers are expected to consider prior knowledge and experiences and to build upon this in a systematic way
- High focused lesson design with sharp objectives
- High demands of child engagement
- High levels of interaction for all children
- Appropriate use of teacher questioning, modelling and explaining
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to motivate children

### Cultural Capital

We help our children to develop fully as individuals by encouraging them to have hopes, dreams and aspirations for the future. This is embodied in our academy motto of “Work hard, dream big and never give up!” which encourages our young people to become the best that they can be. We prepare our children with the knowledge, understanding, attitudes and practical skills to live a healthy, safe, productive and responsible life. This is planned through our PHSE and RE schemes Children and staff have their top 5 things that make them happy and proud. Our weekly assemblies also cover topic areas such as our academy values, SMSC and British Values for example.

All children have a passport, which has an overview of the enrichment experiences we promise to provide each child during their curriculum journey with us. We look forward to creating many happy memories together and building happy, healthy children ready for their future. All class teachers have mapped out cultural capital and personal development throughout the academic year.

## Careers

At Mill Hill Primary Academy, we recognise the important role that primary schools have in enabling children to have high aspirations about their future through independent and impartial career advice. As a school, we endeavour to provide children with a range of meaningful experiences, visits, and visitors that teach them about the world of work and provide information about future careers. We are focussed on embedding career-related learning throughout our curriculum. We help children to understand who they could become and encourage them to develop a healthy sense of self that will enable them to reach their full potential.

Our Career-related learning encompasses activities that involve employers', raising aspirations and broadening children's horizons. We do this by ensuring that careers are featured throughout the curriculum (through topic-based activities, discrete lessons and/or themed weeks). These are designed to motivate children, to give them self-belief and to connect learning to life.

We were one of thirty-five schools in the City to be part of the Opportunity Area project with Stoke-on-Trent and Staffordshire Enterprise Partnership. The project delivery model aimed to embed employer led Enterprise, Employability and Careers into school culture and curriculum with a focus on real life exposure to the world of work. We achieved the Careers Mark during the project and have continued to embed many aspects of this programme and much more.

### **Our aims are to:**

- Aspire pupils to think of the future, increasing aspiration for all
- Develop and encourage a sense of ambition toward a future career
- Understand the basic skills and attitudes needed to be successful in the world of work and provide experiences of meaningful interaction with the world of work
- Provide high-quality information from a wide variety of sources-curriculum lessons, PHSE lessons, specific career sessions and visitors from a variety of careers
- Challenge all forms of stereotype (by background, gender or diversity groups) and preconceptions
- Develop self-evaluation skills and make plans for the future
- Increase knowledge of post-11 and post-16
- Understand employment-related vocabulary

## Student Leadership Team

Our Student Leadership Team consists of Student Council members – one from each class from Y2 – Y6, Year 6 prefects, Eco-Warriors, Head Boy and Head Girl, who are also part of the Student Council, and Deputy Head Boy and Deputy Head Girl.

Being active members of the community is an important aspect of our curriculum. We engage our children in democratic processes throughout school. Pupil voice is important at Mill Hill and our School Council is one mechanism which allows the children to actively participate in our community decision making process.

Our Eco-warriors, take care of our in school allotment, complete community work and conduct regular litter picks around the local area. We are Green Flag Award holders.

These children are chosen by their peers in their class. Each child, who would like to become a member, has to deliver a short speech to their class saying why they would like to become part of the Student Leadership Team. Their peers then vote on who they think would make the most supportive and responsible member. This is carried out each new academic year to give every member of the class the opportunity to become a part of the team.

Each month, the School Council meet to discuss any issues or ideas that they think would improve the school. These ideas are noted in the minutes and passed to Mrs Mills, Principal of our school. If passed, there is a further meeting with an agenda to discuss the plan of action. The plan is typed up for the children and they then speak to their class about the idea.

## House Teams

The house system within the academy has been up and running for a couple of years now. The names of the teams have been closely linked to our school motto of Work Hard, Dream Big and Never Give Up. The names of the houses are Aquila, Cygnus, Lupus and Scorpius and they are named after constellations so that the children could aim for the stars in all that they do in the Academy. As part of our Student Leadership Team, we have House Captains, from Year 6, and Vice House Captains, from Year 2.

The house system is an integral part of the Academy's holistic approach to developing children. The key aims of our house system are:

- to give all children the opportunity to work together across age groups in a collaborative environment where they see that age is not a barrier to friendship.
- to provide all children with the opportunity to participate in a variety of inter-house competitions including sports, academia and the arts. We want our children to see that healthy competition is good. It drives our children to improve and teaches them to accept failure.
- to develop a sense of belonging and be part of a community of peers. This sense of belonging develops the children's confidence.
- to become leaders within the school community. Our House Captains are encouraged and supported to rise to the challenge of organisation and leadership which prepares them for life beyond school.

## Curriculum Impact

Mill Hill Primary Academy uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed half termly and progress is measured against end of year outcomes for individual pupils and for the year group.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Our pupils enjoy and value our curriculum. They know WHY they are doing things and not just HOW. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners. We are able to see this in them being able to talk confidently about their work when sharing their work with others. Children work towards producing an end piece of work to showcase what they have learnt throughout their learning journey. These pieces of work are presented in each child's showcase book which follows them throughout their time at Mill Hill Primary Academy.

Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

### **We will measure the impact of curriculum through:**

- Pupil achievement data from regular formalised assessment points
- Use of assessment for learning at the point of teaching
- Interventions
- Attendance rates
- Behaviour
- Extra-Curricular registers
- Pupil questionnaires
- Pupil Voice
- Parent questionnaires
- Lesson observations
- Curriculum Reviews
- Book/floorbook review
- Moderation