



The Hurlingham Academy Curriculum Statement: 2018-19

This document explains the principles that inform our curriculum at The Hurlingham Academy. It sits alongside our curriculum overview document which outlines subjects studied at Key Stage 3 and Key Stage 4 and our 5 year curriculum maps which specify the intent, implementation and impact of each individual subject.

Intent

Our aim at The Hurlingham Academy is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum at The Hurlingham Academy enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

The Hurlingham Academy is part of the biggest multi academy trust in the country (United Learning). Teachers and leaders across the trust have been involved in developing the United Learning Curriculum as a core academic curriculum, founded on these key principles;

- **Entitlement** – We believe that all children have the right to learn what is in the United Learning Curriculum. The Hurlingham Academy aims to ensure that all children are taught this Curriculum offer with day to day teaching typicality a continuing focus with clear progression planning and sequencing in every subject studied.
- **Mastery** – We want all students to achieve a full understanding of the knowledge specified in the Curriculum for each year, and teaching should not move on until this is achieved. This stretches across all age ranges and abilities at The Hurlingham Academy.



- **Stability** – We won't constantly amend the Curriculum: while we will make occasional adjustments in the light of feedback and experience, we will aim for stability over many years, so that teachers can develop expertise, and we constantly build assessments and teaching materials to support the Curriculum.
- **Concepts not context** – The Curriculum is intended as a concise specification of knowledge and content to be taught and learned; it is for schools and teachers to decide how to teach and bring it to life.

Implementation

The curriculum in each subject is set out on the 5 year curriculum maps that can be accessed and viewed on the subject links below.

As a mastery curriculum pupils at The Hurlingham Academy study fewer topics in greater depth, with the expectation that we do not move on to the next topic until all pupils have a secure understanding of the current topic. At Key Stage 4 we encourage students to study GCSE option routes with the EBACC the preferred suite of subjects to be studied. A small number of vocational courses are offered to ensure sufficient breadth in the curriculum for all learners is maintained. In our lessons you will typically see all pupils grappling with the same challenging content, with teachers providing additional support for pupils who need it. Rather than moving on to new content, our higher attainers will study that content in more depth, and are expected to produce work linked to it of greater depth and flair.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. We use Barak Rosenshine's Principles of Instruction (2012) at The Hurlingham Academy to develop our teaching practice.

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding



7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

In order to allow the mastery approach to be effective (i.e. children learn what they are expected to in the year they are expected to), early catch up is essential: we aim to promptly identify and support pupils who start secondary school without a secure grasp of reading, writing and mathematics so that they can access the full curriculum.

Everything from which children learn in school – the taught subject timetable, the approach to spiritual, moral, social and cultural development, the house system and the ethos and 'hidden curriculum' of the school – are to be seen as part of the school curriculum at The Hurlingham Academy. The principle of 'Education with Character' is delivered through the curriculum in this broadest sense and continues to grow and develop over time as the Academy's reputation continues to grow. We are very proud of our music, drama and PE extracurricular offer which sits alongside a host of other enrichment activities such as cooking, debating, Mandarin, craft club, history detectives and science club.

Impact

With thousands of pupils across United Learning following the same curriculum, we have been able to develop common assessments in 6 subjects (English, mathematics, science, geography, history and modern foreign languages) which are subsequently used at The Hurlingham Academy. These summative assessments allow pupils at the Academy to demonstrate their growing understanding of their subjects and teachers to assess the impact of their teaching. These summative assessments are taken twice a year through our rank order attainment tests at Key Stage 3 and common mocks at Key Stage 4, enabling teachers to focus on formative assessment from lesson to lesson.

Our formative assessments are designed to support students in achieving fluency in each subject. This means that in lessons pupils are quizzed on prior knowledge in order to embed this knowledge in their long term memory. This frees up their working memory to attend to current learning. We are particularly conscious of the role that literacy and vocabulary plays in unlocking the whole curriculum. Our



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teachers explicitly teach the meaning of subject-specific language, and we expect lessons to contain challenging reading and writing. Knowledge organisers provide students with key information in each subject, broken down by term, enabling them to memorise the key knowledge they require in order to be able to perform higher-level functions such as analysis and evaluation. We also encourage all pupils to read widely and provide guided reading lists to students, parents and carers.

Every student has an equal right to a challenging and enlightening curriculum. By teaching this curriculum well, and developing effective habits in our students, we bring out the best in everyone at The Hurlingham Academy.

January 2019

Review date – July 2019

Principal: Leon Wilson

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