

ERNEHALE FHA CURRICULUM PRINCIPLES

At Ernehale Flying High Academies, our Curriculum is broad and balanced, rich and varied, providing our children with a high-quality education and experiences that support and develop the whole child. We want our children to be independent and resilient learners who develop enquiring minds with the ability to solve problems and think creatively in all areas of the curriculum. We are committed to making every day count for all children, striving to achieve excellence throughout their educational life and into adulthood, whilst being prepared to be part of an ever-changing global society.

We know that our children need:					
To be aspirant learners.	To learn, understand and remember the best knowledge of the world.	To show resilience and independence.	To understand equality and diversity.	To further develop and broaden their vocabulary and language.	To understand the impact humans have on the world.
<ul style="list-style-type: none"> • Children need to be aspirational about what they can achieve. • Children need to further develop their drive and determination to achieve the best possible outcomes. • Children need to understand the importance of striving for their goals. 	<ul style="list-style-type: none"> • Children enter Ernehale with a good knowledge base but they cannot acquire higher-level knowledge and skills without learning the content of the curriculum in a coherent and progressive way. • Children at Ernehale are able to show that they remember what they have learnt but we want the children to make links between subjects and relate this to the world beyond school. 	<ul style="list-style-type: none"> • Children come to Ernehale having had limited experience of making mistakes in their learning. • Children need to have a better understanding of how to overcome obstacles and solve problems. • Children need to understand the importance of not giving up and demonstrate resilience when faced with difficulties. 	<ul style="list-style-type: none"> • Children are part of a diverse school, and we want to celebrate this and ensure that representation and inclusion of all happens throughout our curriculum. • Children come to school with a broad range of experiences but have had limited opportunities to share and appreciate the world of others. • Children in our school are either no religion or not stated (7% and 76%). We therefore want to raise their awareness, tolerance and understanding of a broad range of faiths. 	<ul style="list-style-type: none"> • All children need to be fluent readers and have the necessary phonics knowledge to access the curriculum. • Our children need to consistently use a broader range of aspirational vocabulary across the curriculum. • Vocabulary links to aspiration and future success – we want our children to excel in secondary school and beyond. 	<ul style="list-style-type: none"> • Children need to feel empowered to have a positive impact on the world they are part of. • Children need to understand that everyone has a responsibility to impact on the future. • Children need to know what is of value and importance to them and each other and how to look after it.
These are important to ensure that our children:					

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<ul style="list-style-type: none"> • Have high expectations of themselves and others. • Accomplish the goals they set their minds on. • Demonstrate excellent behaviour for learning. • Achieve the best possible outcomes. 	<ul style="list-style-type: none"> • Are active learners with a thirst for knowledge. • Know, understand and remember more. • Are able to make connections between knowledge in order to secure understanding. • Are ready for secondary school and beyond. 	<ul style="list-style-type: none"> • See mistakes as an important part of learning • Have a determination to overcome barriers and persevere when faced with challenges. • Are prepared for the pathway to future successes • Embrace challenge 	<ul style="list-style-type: none"> • Broaden their horizons by developing an understanding of global issues and culture. • Have an understanding, interest and respect for the diverse world in which we live. • Are responsible global citizens who make a positive contribution to their world. • Are able to share their beliefs in an articulate way and be prepared to stand up for what is right. 	<ul style="list-style-type: none"> • Are confident, precise, articulate communicators. • Effectively express their thoughts and opinions. • Have a love of reading • Use reading as a tool to further develop their knowledge and understanding. 	<ul style="list-style-type: none"> • Are responsible global citizens who make a positive contribution to their world. • Can see beyond their immediate needs and consider those of others.
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Therefore, we build our curriculum around the following principles:

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Successful, aspirant learners	Thirst for knowledge	Resilience	Inclusive and diverse	Vocabulary rich	Empowered to make a difference in the world
Our children will hold high aspirations for themselves and strive to continually develop their own potential. We want children to recognise that people have changed the world through learning – and they can too. We	Our curriculum is carefully planned so that children develop a rich body of knowledge over time. The enquiry approach encourages children to be inquisitive, active learners who are motivated to learn and	Our children will engage with opportunities to be aspirational through taking risks, asking questions, solving problems and evaluating their own learning and that of their peers. Children learn to	The content choices of our curriculum represent the diverse world in which the children live. The deliberate selection of key figures provide opportunities to challenge stereotypes and promote positive role-	Our children will develop a rich vocabulary and a love of reading. Our curriculum is planned so that children experience high-quality, language-rich texts in all subjects. Aspirational vocabulary is used and modelled by all	Through our curriculum and wider opportunities children will develop the knowledge, skills and confidence to make a positive contribution to their environment, community and beyond.

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<p>want our children to be successful learners, who are prepared for the next stage of their journey and be equipped to make choices about their future aspirations.</p>	<p>develop a deep understanding.</p>	<p>persevere when they find tasks difficult and they understand that making mistakes is part of the learning process.</p>	<p>models. As a result ALL children develop an understanding of tolerance, acceptance and empathy.</p>	<p>teachers with the expectation that it will be seen and heard in children's work</p> <p>by children use it to enhance their work</p>	
This is evidenced through:					
<ul style="list-style-type: none"> • An enquiry-based curriculum that at least matches the National Curriculum. • Scaffolds are available to support all learners. • Children know and can articulate their future goals. • Key content choices in the curriculum • Accessing depth challenges • Aspirations display • Children achieve highly by the end of Y6 and are ready for the next stage of education. • Children think creatively and can articulate independently what they know and understand 	<ul style="list-style-type: none"> • Well-sequenced and progressive enquiry-based curriculum. • Work evidences connections between pieces of knowledge. • Identified component knowledge and vocabulary progression. • Leitner model used in classrooms to help children to remember key knowledge. • Knowledge organisers are used to support children to organise their learning. • Learning journeys on display in all classrooms • Lesson design with clear reactivation and reflection parts to lessons. 	<ul style="list-style-type: none"> • Lesson design incorporates learning together, independent learning and depth challenges. • Restorative relational based approach to behaviour • Purple pen to editing, re-drafting and improving work. • Opportunities 	<ul style="list-style-type: none"> • The curriculum is underpinned by high-quality diverse texts. • Deliberate content choice • British Values is threaded through the curriculum. • Diversity champions and working group • High quality pupil profiles which support progress • Scaffolds available • Provision maps and intervention plans in place 	<ul style="list-style-type: none"> • A focus on Early Reading across the school. • The curriculum is underpinned by high-quality diverse texts. • Key vocabulary is identified, displayed and used. • Dedicated reading time every day for enjoyment. • Talk opportunities as part of the writing sequence. • Staff delivering high-quality phonics and early reading interventions. • High-quality books going home. 	<ul style="list-style-type: none"> • All children have a role in school which cares for their environment. • Forest school is used widely to support learning. • Curriculum is broad and children experience a wide range of learning opportunities • Resources from a wide range of cultures and places are used to enhance the curriculum content. • Range of pupil leadership opportunities (Eco club, Pupil Parliament, Sports Leaders)

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<ul style="list-style-type: none">• Achievement is celebrated across the school• ABC Values	<ul style="list-style-type: none">• Granular learning sequences in medium term planning.				
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