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| **A logo with a pink circle and blue text  Description automatically generatedSir Edmund Hillary Academy**Our Curriculum Rationale  |

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| **Our Vision Statement**  |
| Inspiring Minds, Nurturing AllWe are determined to ensure that every child receives the best quality education possible. We are looking to develop **well rounded individuals** -developing key aspects of children’s personalities to help them thrive and succeed. The world is an inspiring place to understand and explore, and we would like our children to be able to be **resilient learners** who make good choices for themselves, others, and the planet. We endeavour to develop an educational experience based on each child’s needs, **making the most of their potential**.The Core Principals of our school, taken from our understanding of the character of Sir Edmund Hillary, we describe in our 5 C.L.I.M.B. Values* Courage to initiate and embrace challenge
* Learning and Achieving
* Including and Inspiring Individuals
* Mindful and Reflective
* Building Safe and Loving Community
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| **Our Curriculum for Our Context**  |
| * Most of our children are from working families who are very keen for their children to have the best education possible. A lot of our parents work shift work with both parents working. The current economic crisis is making many demands on our families but a large proportion maintain enriching activities with their children within the community like football, dance and martial arts. Hard working, time-poor. The aspirations for careers that lead from university qualifications is mixed, tending to low.
* Our school is experiencing high degree of demographic change. The housing in the area is increasingly private rental and the birth rate across Worksop is dropping. Our families are typically two working parents on shift work, often ’blue-collar’ at the local Distribution Centres or Hospital. We would describe some of our families as very stretched during the current economic crisis, hard working and time-poor with respect to their children outside of school. Our Ever6 FSM has increased from approx 12% to 20%.
* Since 2020, largely because of falling rolls because of birth rate, we have become a welcoming school for children from abroad. Whilst remaining largely White European there is a greater ethnic diversity reflected in the school with an increase also of children from Hong Kong and West Africa. Often children only stay a short while as their housing is not near to the school. 3% of children had an additional language in 2015 , this is now 10% and has increased again this year but will not be reflected in the next census as many of the children have dispersed to other schools.
* There is also, on roll, an exceptionally high number of children with a high level of additional needs at a high level (3 EHCPs with 6 more in process- some children have Special School as their placement but there are no Special School Places available in Notts). 64% of the SEN register are boys, 34% of them are also eligible for Free School Meals. 66% of the children on the register don’t go to their closest school.
* Persistent Absence since Covid is high- we have always had a high proportion of children with Asthma, and the result of mixing and building immunity has caused issues for children with a high proportion of respiratory illness being reported.

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| **Our Curriculum Rationale**  |
| Our curriculum reflects our ethos and aims for our academy as well as the context from which our children derive. This means that our curriculum…* 1. Is **Broad and Balanced.** We believe that the subjects of the National Curriculum reflect the means for all children to access and understand the world in a holistic way.
* 2. Is taught as **Discrete Subjects**. We have radically changed how we organise our curriculum as a response to some of the changes outlined above. We have moved from a topic based curriculum that blended some National Curriculum subject areas, to a Single Subject teaching approach where we can focus on the particular knowledge inherent for each subject area. With our carefully sequenced progressions we can identify what knowledge children joining the school may be missing and we can make learning sequential and as clear as possible for all learners.
* 3. Is **Aspirational for All**. Because we have a wide diversity of ability we ensure there are creative solutions for children with Additional and Special Educational Needs as well as providing Higher Attaining pupils with access to more challenging material.
* 4. Is **‘Futures Orientated’**. We frame each curriculum area with an understanding of job opportunities that might arise if a child considers the curriculum area to be of interest or a strength.
* 5. Is **Vocabulary Rich** aiming at challenging all learners, because of the diversity of backgrounds, with and oral and expressive language skills.
* 6. Supports children’s understanding of **Equalities:** We contextualise British Values with an understanding of the Protected Characteristics and some units of work actively explore issues of bias and prejudice.
* 7. We prioritise **Reading** through learning the phonic code to enable children to access all aspects of the curriculum as rapidly as possible.

To support our curriculum we have some lenses through which we frame our learning:**Valuing Worksop**- We believe that the children need to have a positive view of their local environment so our curriculum will try and engage them with positive aspects that can locally sourced and celebrated.**Sustainability** – We believe that the children need to have an understanding of the impact that lifestyle choices are having on their world. To this end we help them learn respect for and have curiosity about the wider world and the impact humans are having upon it.**Being Courageous** – To build the holistic development of pupils we do what we can to help them encounter situations in which they can both shine or pull on their need to be Courageous and resourcefulness. Each year we give the children the opportunity to perform to their parents and we engage the children in Outdoor and Adventurous activity. |