

The Hoop Challenge Curriculum



Introduction:

At Chesterton and Isle of Ely Primary Schools we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and time to have fun. We use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child and believe that children do not have to go through the hoops to achieve the end goals but can go around, over, and/or through the hoops in order to learn and achieve and succeed as individuals. Our children will have the opportunity to be creative, to be physically active and academically challenged

Values:

We value our children, their personalities and differences and we provide a curriculum which is fully inclusive, centred round the children, encourages individualism and collaboration.

We value the way in which all children are unique and, our curriculum promotes respect for the views of each child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our communities. We organise our curriculum so that we promote co-operation and understanding between all our members of our community. We use the community to enrich the curriculum.

We value the rights enjoyed by each person in our societies. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our schools.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.



We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through letters, home learning and learning opportunities with their child, and are positively encouraged to become involved through discussion of 'Big Questions'.

Aims:

The aims of our school curriculum are:

- To enable all children to understand that they are all successful learners
- To enable children to understand the skills and attributes needed to be a successful learner
- To enable children to develop their own personal interests
- To promote a positive attitude towards learning so that children enjoy coming to school, and acquire a lifelong love of learning
- To teach children the basic skills of English, Maths, Science and Computing
- To enable children to be creative
- To teach children about their developing world
- To enable children to have respect for themselves, high self-esteem, and to be able to live and work co-operatively with others
- To enable children to be passionate about what they believe in and to develop their own thinking
- To enable children to ask questions and take risks
- To enable children to develop their intellect, including their emotional development

Organisation and Planning

- The 'Big Questions' provide the theme for a half term
- Where possible, content will be supported by work in English and Maths lessons
- P.E, Music, Computing and R.E will usually be additional to the 'Big Questions', although where possible they should link
- Art, DT, History, Science, Geography and PSHE will be taught through the 'Big Questions'
- In Key Stage 1, Forest Schools will be taught once a week and in Key Stage 2 in blocks
- Before a theme begins, the children will discuss the question with the teacher:
 - When appropriate, philosophical discussion of the question
 - What do we need to know to answer that question? Generation of sub questions
 - What do we already know? Assessment of pre learning
 - How could we find the answers to these questions? Planning for learning
 - How we will celebrate and share our discoveries? Final outcome
 - What do we need to produce to a high standard? Presentation pieces
 - What careers link in with this study?



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- Questions and plans are displayed on the 'class challenge' board and the class page on the website
- Teachers plan to support the children's learning
- Towards the end of the week, the class gathers together to discuss and reflect on their progress, updating the board and website accordingly
 - Which questions have we answered? What have we learned?
 - Has our learning raised any other questions?
 - What are we really proud of this week?
 - What do we need to learn/complete next week? How do we do this?
- At the end of each theme, the children present their final work to an audience in order to make the learning purposeful.
- In addition, they will produce a lasting record for the class page, this could be a photo story, a podcast, a video, a blog
- Children will not be organised into groupings, the class will be fluid, unless it is felt appropriate, e.g. guided reading
- Teachers will plan four levels (or more) of challenge. The children will make their own decisions about the level of challenge they will do
- Big Writing, Big Reading and Big Maths are incorporated into our Hoop Challenge Curriculum and provide a simple structure for the teaching of reading, writing and maths
- Our learning behaviours are threaded throughout the curriculum and developing the thinking and learning behaviours are vital to the children's success
- All of the children's work will be collected in and checked by the teacher using tickled pink and green for growth highlighting. Each and every lesson will begin with feedback in the form of the children checking their work against a success criteria and/or verbal feedback by the teacher. Pedagogical stamps may be used for identifying and informing children of their next steps.
- Home learning will be incorporated with 'Big Questions', sub questions and challenges being tweeted or explored via a blog.