

Hayes Primary School Curriculum Intent

At Hayes Primary School, we believe there are no boundaries to excellence. Respect is at the heart of all we do, and as a compassionate community we are committed to nurturing and developing the whole child. Our curriculum is the embodiment of this ethos, ensuring that every pupil is known, valued and supported to achieve their personal best. We deliver an ambitious curriculum that is accessible to all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs.

Our curriculum approach is subject specific - every subject is taught as its own discrete discipline, and valued in its own right. It shows meticulous sequencing to ensure that substantive and disciplinary knowledge builds sequentially and in-depth over time. Our curriculum is clear in the discrete differences in how best to teach different subjects. It is grounded in the knowledge, concepts and overarching ideas of individual subjects.

Each subject specific unit is sequenced from Year 1-Year 6, with clear links to the EYFS curriculum and how the learning journey builds from EYFS to Year 6. There are regular opportunities for revisiting content and retrieval practice to allow children to consolidate their learning.

Our curriculum design is underpinned by our school values. We believe that by focusing on our values, our children will be prepared and ready to meet the challenges of the next steps of their education and life.

School Values

Ambition drives our high expectations for every pupil. We provide a carefully sequenced, knowledge-rich curriculum that enables children to build deep understanding over time and achieve strong academic outcomes. We are equally committed to developing creativity, sporting ability and a love of learning, ensuring pupils experience a broad and balanced education that prepares them for future success.

Collaboration is central to how our curriculum is designed and delivered. Through purposeful talk, shared learning and strong partnerships with families and our wider community, pupils develop confidence, independence and character. Working together enables us to create meaningful learning experiences that deepen understanding and strengthen outcomes for all.

Equity underpins our commitment to inclusion. We are relentless in removing barriers to learning so that every child, regardless of background or starting point, can fully access the curriculum. Through adaptive teaching, early identification of need and targeted support, we ensure that all pupils are equipped with the knowledge, skills and cultural capital they need to succeed.



Ambition



Collaboration



Equity

Ensuring Equality and Inclusion at Hayes Primary School

Our approach is underpinned by our values of ambition, collaboration and equity. We are ambitious for every pupil, work in partnership with families and external agencies, and are relentless in removing barriers to learning so that all pupils can flourish.

We achieve this through:

- Providing a safe, secure and accessible environment where all pupils feel a strong sense of belonging
- Recognising that all teachers are teachers of pupils with SEND, and that meeting their needs is a whole-school responsibility
- Working collaboratively with staff, pupils, parents, carers and external professionals to secure the best possible outcomes
- Promoting equality, diversity and anti-discriminatory practice in all aspects of school life
- Identifying additional needs early and putting timely, targeted support in place
- Using assessment effectively to monitor progress and ensure all pupils achieve their full potential
- Adapting teaching to meet the needs of all learners through scaffolding, modified language, resources and targeted support
- Building strong partnerships with other schools within our community and across The Spring Trust

Our curriculum is designed to be fully inclusive and does not discriminate against any protected characteristics, including age, disability, gender, gender identity, race, religion or belief, and sexual orientation. We follow the guidance set out in the SEND Code of Practice, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

Further information can be found in our SEND Information Report, Accessibility Plan and SEND Policy.



Ambition



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Equity