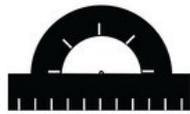
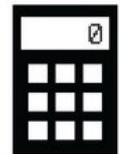
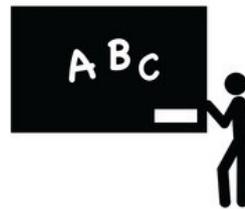




Our Curriculum



A more excellent way



Our Curriculum

Vision: For all pupils to fulfil their God given talents and to aspire to achieve a university education.

Values: Love, Learning and Laughter

Curriculum Drivers: Christianity, Cultural Heritage and Aspirations

Our Vision

We recognise the social capital that a university education brings. We will inspire our children, to set targets, develop resilience and achieve excellence.

The curriculum has been designed to be visionary and ambitious, to impact on pupils now but also in the future. We have aspirations for our children to make significant contributions to life in Britain, to achieve excellence in education (academic or vocational) achieve financial success and embody thoughts and actions that underpin humanity.

Approximately 50% of our children are in receipt of The Pupil Premium. Studies consistently evidence the widening gap where children from financially deprived backgrounds are significantly less likely to access higher education (gap between those being offered university places is now the widest ever recorded – a difference of 16.7%).

The school census return (October 2018) reported 95% of our pupils are of African or African Caribbean heritage. This minority ethnic group within Britain, is further under represented at undergraduate level and significantly more in those attending Russell Group Universities. Social studies coupled with empirical data has concluded this demographic is statically more likely to suffer poverty and the outcomes of poverty to include poor mental health and physical ill health and criminality, than the prevailing ethnic majority.

Curriculum Drivers: Aspirations

Career & Employment prospects

- University graduates gain professional qualifications that are recognised and respected worldwide.
- University graduates are offered higher pay and have greater financial stability.
- University graduates are given the option to fast-track their career through graduate programmes



Personal development

- University education exposes students to people from different ethnic, religious and social background leading to understanding and tolerance of differences.
- Students meet friends and mentors that become future contacts and colleagues that form bonds which can lead to social mobility.
- Studying at university encourages creative and independent thought and gives access to resources and teaching to support new ideas.
- Students are given the chance to travel and experience life overseas through studying abroad programs and develops personal character.

Achieve and excel

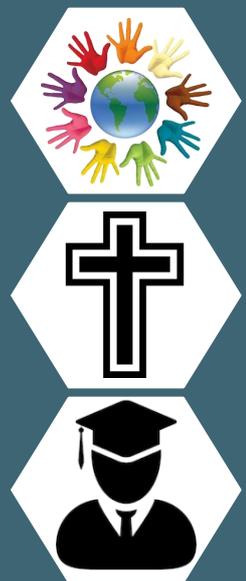
- Students conquer intellectual challenges, greater analytical skills and develop a sense of achievement.
- University builds initiative and leadership skills that can be used for life

What this curriculum driver looks like

Our curriculum will be knowledge rich with pupils able to learn, remember and apply new information, facts and articulate their thoughts coherently, clearly and concisely. They will develop conceptual understanding of subject disciplines and in doing so achieve scholastic excellence. We will deliver opportunities for pupils to experience and develops skills that will add value to their social capital as they strive towards a university:

Our children currently engage in:

- Learning Latin
- Complete oracy studies
- Learning a musical instrument
- Represent the school in sporting events
- Scholastic excellence
- University visits





Our Curriculum

Curriculum Drivers: Christianity

Our Christian Values are at the centre of everything we do at Harper Bell.

Pupils will develop an understanding of Christian history, faith and the values which will impact positively on their life choices. Our Christian values will demonstrate inclusiveness to all, shown through the dispositions of love, acceptance and forgiveness. Our Christian values are aligned to our British Values.

Each week, we focus on a different Christian Value. This is done explicitly through our Collective Worship time, but also throughout our curriculum. Children have regular opportunities to reflect on each value and to develop an understanding of the value in action. Each Friday, in our celebration assembly, we acknowledge children who have demonstrated these values.

The lessons of our Christian Values

- To understand the importance of loving and serving others and in doing so developing pupils understanding of rights and responsibilities. This supplements our teachings of the UN Convention on the Rights of the Child (UNCRC).
- To recognise the importance of forgiveness as demonstrated by Christ.
- To know how we can show compassion and kindness to one another in school and care for the wider community.
- To show how faith can help you care for mind and body.
- To recognise when friends at school need us to listen and act with compassion.

Curriculum Drivers: Cultural Heritage

Pupils will learn about and take pride in their history. In doing so, they will understand and develop an appreciation and respect for others and know how to contribute significantly to society as future citizens (societal responsibilities).

All cultures and their histories are important and should be taught to all students. Our heritage curriculum, brings to the fore-front the contributions that African and African-Caribbean men and women made in the past and continue to make in the present.

- Reduce ignorance and develops tolerance and respect from pupils of different heritage
- Develop a depth of knowledge of the contributions of different cultures and societies.



Proud history. Bright future.

Our curriculum is driven by the cultural heritage of the families we serve because we want to:

- Remove the stereotypes of what people of African and African Caribbean heritage are able to achieve;
- Empower pupils with the knowledge and understanding required to give them a sense of personal worth and ethnic value;
- Reduce ignorance and develop tolerance and respect of pupils of different heritage;
- Develop a depth of knowledge of the contributions of different cultures and societies.

Curriculum Drivers: Implementation

Who we are

The implementation of the Harper Bell Curriculum is underpinned by the character of each adult who comes into contact with our children. Our staff understand, embrace and will demonstrate their responsibility as a corporate parent, having ambition for all of our pupils to achieve excellence no matter their starting point or background.

The desire for our children

The implementation of the Harper Bell curriculum is rooted in our understanding of the power of an effective and inspiring education to give pupils access to job opportunities, cultural development and individual and social wellbeing. We plan for our children to learn well, developing significant knowledge and the ability to articulate themselves clearly and concisely. Our pupils demonstrate a synthesised understanding of what they have learned and how to apply their knowledge independently.

The role of leaders

Harper Bell subject leaders work in unison to co-ordinate and deliver a coherent approach to the stated intent of our curriculum ensuring it is understood and implemented successfully.

They work in conjunction with the senior leadership team in designing and reviewing our bespoke 'Harper Bell Learning Journals' for their respective subject areas, leading on the assessment and impact of this unique approach.





Our Curriculum

Middle leaders ensure the continual development and use of pedagogy in order to improve standards in their respective areas through work with Birmingham Education Partnership (BEP) and Birmingham Diocese MAT (BDMAT).

Furthermore, subject leaders support teachers in securing expert subject knowledge which is then directly evident in the improvement of teaching and the refined outcomes for individual learners. They lead and support teachers in preparing long term planning that reflects the demographical needs of our pupils and scholastic excellence we strive for.

In order to improve teaching and learning across the curriculum, middle leaders systematically review teachers practice. They secure and sustain improvement through a proactive and responsive approach to continuous professional development, utilising our bespoke coaching journals.

Finally, leaders are supported and held accountable through performance management objectives that reflect the importance of our curriculum and its delivery.

The role of teaching staff

All teaching staff need to have expert knowledge of the subjects they are delivering. Where there is a deficit of knowledge, they must utilise the subject leader's expertise and make any personalised CPD requirements known.

They must prepare and deliver lessons that take into account the needs of all learners, including SEND, EAL, gifted and talent pupils. In doing so, they ensure the acquisition of new vocabulary, knowledge and the ability of pupils to articulate new learning.

Assessment for learning is conducted throughout a lesson in order to judge the learning of pupils. Staff react accordingly to address misconceptions or misunderstandings and where able, further challenge pupils lateral thinking.

Staff must encourage and challenge pupils to take pride in all learning activities as demonstrated in all books, through their personal presentation and communication.



Our Vision: At the centre of our curriculum

