



HUMMINGBIRD Learning Lab

Hummingbird Learning Lab Curriculum Policy

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1. Curriculum Policy Purpose

The purpose of this policy is to guide educators, parents and students regarding what is learned, how it is learned and how impactful this is. It includes reference to our mission, our distinctiveness and also provides a curriculum overview. The curriculum should be responsive to need and to the changing world so it is expected that the curriculum experience will evolve and iterate over time.

This policy does not include everything that relates to our curriculum experience but gives the essential platform to ensure it reflects the distinctive offer of the Hummingbird Learning Lab (HLL)

What is a curriculum?

A curriculum can be thought of as what is being planned, taught, experienced, assessed and learned. It is important to look at the impact of that experience. Learning connects to context and uses both short-term memory (our ability to process new and novel things) and long-term memory (how we can access skills, knowledge and understanding).

It is important to recognise that learning happens over time. We utilise a spiral curriculum where key concepts are revisited to increase our depth of knowledge and to create understanding.

A key part of the curriculum experience is that understanding is generated and can be accessed rather than just being able to retrieve a fact. There are lots of examples in schools where knowledge is taught and retrieval practised, for the exam. When learning is like this it rarely sticks and can leave some young people saying things like, "I'm glad I won't have to go to school anymore because I hate learning" or the teacher responding to the student's question of "why are we learning this?" with the response, "because it's in the test." We want to build a love of learning and discovery.

Why is the curriculum so important?

By having a carefully planned curriculum which connects to young people's lives, there is a greater chance of having the impact we highlight below. It is unlikely that this would just happen anyway and requires leadership from everyone in our community. A well-planned curriculum is beautiful and rewarding to create, teach, and learn. It is foundational for what we do.

2. Intention of the Hummingbird Learning Lab Curriculum

The curriculum of the HLL intends to provide a learning culture and experience which ensures that we realise our mission to **give young people agency to evolve throughout life**. We see agency as underpinned by the learners' **awareness** of themselves, others and the world. This awareness impacts on our **attitude** to learning, the **actions** we then take and the way we seek to be **accountable** for these actions.

How will we give young people agency to evolve?

The following principles of distinctiveness are exercised within the curriculum experience to realise student agency and evolvability. As such they are foundational:

1. To be rooted in nature and human nature.
2. To create a learning lab ecology that encourages inquiry and draws from real-life experiences to promote deeper understanding.
3. To develop a way of being grounded in curiosity, critical thinking, compassion and courage.
4. To empower well-being and learning-to-learn through Perceptual Neuroscience.
5. To have a go and iterate with a desire for beauty and doing things well.
6. To foster a real-world authenticity to engage in the hard questions that truly matter.
7. To be loving towards and have a positive impact on self, others and the world.
8. To enable agency through an alignment of awareness, attitude, actions and accountability.
9. To live with integrity and kindness.

3. Student Experience of the Curriculum

We have various versions of the curriculum. This includes what is planned, what is taught, what is experienced by the learner, what is assessed and what is learned. The intention of our curriculum is to **give young people agency to evolve throughout life**. This means that the planned curriculum must give opportunities for ...

1. Building **awareness**
2. Developing a helpful **attitude**
3. Taking new **actions**
4. Seeking feedback so I take **accountability** for my life

Schemes of Work and related materials are on our Drives with a basic overview on our website.

The curriculum model is one in which the work that students take part in must be purposeful, has context and looks at how I am learning, as well as what I am learning. This fits with our focus on developing intrinsic motivation and agency, which supports students to recognise the choices they make in life and the associated consequences.

The following are examples of these principles -

- The student is at the centre of the learning process. Our focus on perception allows us to enter the young person's world and value this and their motivations and aspirations.

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- Neuroscience is learned to foster well-being and learning examining areas such as relationships, emotions and how our brains work best. We have an understanding of working memory and the power of metacognition. Health and physical education are important.
- We want students to experience inquiry to build a conceptual understanding of life and a project-based approach to operationalise their ideas into the world. This takes each person from exploring to planning, to making, to discovering and to sharing. Learning and making can lead to the rest of the room disappearing and being purposefully absorbed. This is based on what matters to an individual.
- This supports the opportunities to learn knowledge and skills, as well as build understanding and exercise a new way of being.
- Our inquiry approach fits well with the idea that we are a lab and life is an experiment. We utilise questions as a source of inquiry. The school has developed a lab ecology that utilises a team approach to co-construct the curriculum. This means that students, staff, other experts and parents all have the potential to shape what we do.
- Creativity is a thread that runs through all we do. We do not believe it is a linear choice between academic success and creativity. These areas are complementary.
- The curriculum should reflect and be tailored towards needs. This includes individual, local, national and international needs. Individual needs and aspirations are met, and obstacles to progression are addressed.
- Assessment forms an integral part of understanding where we are and what helps us improve. Our approach can be evidenced through the outcomes of students. Students also act as researchers.
- As an 'All-Through' school we can connect different stages of learning, such as primary and secondary, in new ways.
- The curriculum actively plans to develop the attributes described in our distinctiveness.
- Students are seen as "leaders of their own learning", and as such facilitating student voice is essential. We recognise that all the choices we make as learners have consequences.
- The curriculum will allow students to select experiences that are tailored to their interests. Not all students will be expected to do the same things. The counterbalance is that students will also work in teams and exercise interdependence as well as independence.
- We are developing a curriculum that is appropriately broad and balanced to help prepare young people for life.
- Curriculum experience is enhanced, and even transformed, by resources, community and technology.
- Learning outdoors and utilising our town or city as a resource enhances the context for learning.
- We support learners to curate their learning and life.
- Technology will be embedded in all aspects of school life to enable children to develop digital wisdom.
- Learning has a context, preferably real. This means we consider the value of audience and purpose on an ongoing basis to develop Knowledge, Skills and Understanding. We are clear about the progression of knowledge, skills and

understanding.

4. Intended Impact

Students will go into the world with agency to solve complex personal, cultural, and ecological conflicts and challenges ... and the desire to do so. You will leave the Hummingbird Learning Lab with a new way of being alongside new skills and qualifications that will open the doors of universities, entrepreneurship and future careers. We **give young people agency to evolve throughout life. This means they:**

1. Build awareness of self, others and the world around them
2. Developing a helpful attitude towards uncertainty, challenge and change
3. Taking new actions to lead their life
4. Seek feedback and take accountability to be their best.

Our approach will also enable young people to:

- Raise aspirations of what is possible
- Develop life skills, a way of being and active community participation
- Enable seamless progression from primary through to higher education
- Achieve high standards in recognised qualifications

5. Curriculum Overview

Early Years

2 to 5 - to be developed

Primary

5 to 11- to be developed

Secondary -11-to14

Students study Maths, English, Personal Projects, Group Project, PE, and PSHE (including Neurolabs).

In Maths students have a personal pathway using AI assessment on Century Tech and teaching that ensures that misconceptions are identified and addressed. In addition to this students will have experience of Maths in the Group Project and experience of problem solving using the NRich resources.

In English the learning is integrated into the project. Reading is a regular activity within the week. Students engage with public speaking through the Group Project Events.

The Personal Project happens for approximately 20% of the curriculum time and uses the  **Personal Project Guide BMLL Version** This develops student

independence and agency and is a step towards the personal project in our Level 2 Qualification.

The Group Project ensures that students learn to not only be independent, but become interdependent. The group project supports young people to solve real world problems. The three year rolling programme is outlined below.

Integrated Projects				
	Autumn 1 (6 weeks)	Autumn 2 (6 weeks)	Spring (12 weeks)	Summer (12 weeks)
Year 1	BECOMING A TRIBE How do we connect to others? Team building; To successfully plan and experience a 'real life' event i.e. a residential trip and put on an event to share this experience (Autobiographies)	THE LAB What am I curious about? The Circle Experiment; the group will create an original experiment from scratch that explores patterns in life and provides an exploration of nature and human nature (Story Writing)	WONDER TRAIL How can I make the invisible visible? Using an augmented reality trail to communicate with an audience about the town or a natural site in an inspiring and creative way. (Poetry)	OUR FESTIVAL What makes a festival great? The group organises an event, performance, experience and associated artefacts like a Zine - they learn how to project manage. The circle experiment can also be included. (Journalism)
Year 2	BEST FOOD FORWARD How can we provide delicious food for our community? An exploration of culture through food. Creating an intergenerational film about food and/ or a pop-up cafe / restaurant (Persuasive Writing)	THEATRE OF OUR IMAGINATION What do I bring to a collaborative process? Creating a theatre piece from scratch. The emphasis here is on the creation and provides an opportunity for script writing, set design, lighting, sound, performance... (Playwriting)	SHAPING SPACE What can we do to enrich our community? Can we help others feel good through the development of a community space? We will explore the historical relationships between people and place, and assess local needs. Possible links to a CIC, heritage, and service action. (Reporting)	FINDING OUR WAY How do I find my way? The chance to explore culture, travel and global connections alongside the creation of an original science experiment. Residential experience abroad - France as foot passenger (Travel Writing)
Year 3	MADE YOU LOOK MADE YOU STARE What do we see? Art Gallery / Sculpture Trail take over - the group will take over a gallery and develop an exhibition which will expand how someone sees a concept. (Biography)	WINTER WARMER What can I offer to my community? Students use a design spring to create an experience or product for an event in the lead up to Christmas with the intention of leaving someone feeling gratitude (Marketing)	HUMMINGBIRD LITERARY FESTIVAL How can we best express key themes? Shakespeare Reimagined: explore key themes within a Shakespeare play and reimagine this. Eg. peer group themes in Romeo and Juliet create something written to reimagine this (Writer's Voice)	I'M A SURVIVOR How do people survive and thrive through challenges? An exploration of senses in relation to survival. Rhythm, individual difference, well-being, leadership... sound bass sensory heartbeat experiment. Mindfulness. Readiness for the unexpected. (Diary Writing)

Secondary 14-16

Students will study for the Crossfields Integrative Level 2 Extended Diploma. This qualification prepares learners to confidently progress to higher level academic and vocational qualifications, as well as undertaking independent study in a range of contexts. The diploma is Ofqual recognised and develops skills which include - good communication, working as part of a team, the ability to use creative thinking skills, generating new ideas and developing situational awareness. It is equivalent to 4 GCSEs.

Further information is detailed [here](#)

Our students will also study for English Language and Maths GCSE. They will also continue to study PE, and PSHE (including Neurolabs).

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The personal project connects to a module on creative thinking skills as well as another on personal and social learning skills. An overview of the 8 Group Projects that are completed over two years are shown below.

INTEGRATED PROJECT	Product / Event	Eng	Global Awareness	Art, Craft & Design	Natural Sciences	Maths
audit to action	Expo	Report Writing	Democracy in Action	Infographics	Energy, Resources Carbon Cycles	Monitoring Data and its Representation
Art for change	Gallery Curation	Bio and Description	SDG's	Art piece and curation	Perceptual Neuroscience - measuring change	Budget
Health heroes	Life Experiment	Poetry	Global Literacy Campaign - education for all		Wellbeing Neuroscience - measuring change (Communicable and non Communicable diseases)	Data Analysis
Little and Large - Awe of Micro and Macro	Book for Primary Children - Holly Ryan, Zanna	Text for young people	the universe as a context for global	illustration	Cell Biology - microscopy / Universe History timeline	Scale, Infinity, Fractal relationships, Fibonacci, Units
Trash to Treasure	Global Citizenship Fair Frome Market	Persuasive writing - story /marketing	Impact of fashion industry	Textiles, Clothing, Brochure, Website	Ecology and Interdependence - circle experiment	Scale, Measure, Ratio and Proportion, Pricing
Power to the people	PROBLEM? PEDAL POWER PHONE CHARGER Wind Turbine, Podcast	interviewing / text the boy who ...		Design	Forces and Energy (Lift, drag, torque, rotational motion)	Data monitoring, and analysis
Grow It, Cook it Eat It, Share IT	A feast of learning - meal and experience - Ashley Scarborough, Andy Nunn	Invites and menu / Recipe Book	Food miles investigation culture	Still Life	Photosynthesis and Biochemical cycles (Nitrogen and carbon cycles). Hydroponics Chillis diet, protein ...	
Developing Human Excellence: Skill & Performance	Performance and Workshops	diary / blog	Global Literacy Campaign - education for all	Film	Diffusion, Osmosis, Genetics, Plasticity	Data monitoring, and analysis

The two year English Language GCSE is outlined on the next page.

English Overview 14-16				
	Autumn 1 (6 weeks)	Autumn 2 (6 weeks)	Spring (12 weeks)	Summer (12 weeks)
Year A	MACRO AND MICRO Scientific concepts from the microscopic to the macroscopic	HUMAN EXCELLENCE A personal journey to develop a skill to a level of excellence	POWER TO THE PEOPLE Renewable energy solutions to address local and global energy challenges	TRASH TO TREASURE The environmental and social impact of the global fashion industry
Reading Specific Texts / Foci	Orbital by Samantha Harvey (Fiction 2023) Language: Metaphors Sensory detail, descriptions Narrative perspective	Touching the Void by Joe Simpson (Non-fiction 1988) Comparison with another text Retrieval of information Use of metaphors and similes	The Boy Who Harnessed the Wind By William Kamkwamba and Bryan Mealer (Non-fiction 2019) Use of language and structure to convey themes Chronological narrative	Fashionopolis: The Price of Fast Fashion and the Future of Clothes by Dana Thomas (Non-fiction 2019) Narrative structure Rhetorical questions, emotive language, anecdotes, facts, statistics
Suggested Project Texts / Extracts/ Further Reading	Pale Blue Dot: A Vision of the Human Future in Space by Carl Sagan (1994) On The Origin of Species by Charles Darwin (1859) The Great Work by Thomas Berry (1999) The Invention of Nature by Andrea Wulf (2015) Frankenstein by Mary Shelley (Fiction 1818)	Endurance: Shackleton's Incredible Journey by Alfred Lansing (Non-fiction 1959) An Unsung Hero: Tom Crean - Antarctic Survivor by Michael Smith (Non-fiction 2000) Forward: A Memoir by Abby Wambach (Non-fiction 2016) Long Walk to Freedom by Nelson Mandela (Non-fiction 1994) Fiction extracts	Hidden Figures by Margot Lee Shetterly (Non-fiction 2016) A Long Walk to Water by Linda Sue Park (Fiction 2010) The Most Important Comic Book on Earth: Stories to Save the World (Fiction 2021) World Without End: The Million-copy Selling Graphic Novel about Climate Change Book by Christophe Blain and Jean-Marc Jancovici (Non-fiction 2024)	The Fashion Committee by Susan Juby (Fiction 2017) Fashion: A Manifesto by Anouchka Grose (Non-fiction 2023) Dress Like A Dude by Foxglove Lee (Fiction 2015) Worn: A People's History of Clothing by Sofi Thanhauser (Non-fiction 2022)
Project Writing	Journaling Note taking	Diary writing Journaling	Journaling Note taking	Blogging Journaling
Writing Outcome	Descriptive Writing Text for young people	Descriptive Writing Diary entries and a Blog	Informative Writing Podcast and Interview Article	Letter Writing Fashion Article
Overview	Use sensory details, ambitious vocabulary, and structural techniques to create a vivid and immersive world for the reader	A personal, first-person perspective using a conversational and engaging tone to suit chosen audience	Demonstrate a sophisticated and consistent command of a specific voice, style, and structure to suit the task's purpose and audience	A clear structure, a strong viewpoint, and the strategic use of persuasive techniques
Additional Year 11 only	Non-fiction writing - a leaflet GCSE outline and revision support Paper 1 Section A and B (Fiction)	Revision support Paper 2 Section A and B (Non-fiction) (Y10 Paper 1)	Description of a place that is suffering from drought Revision support sessions	Practice Papers GCSE exams (Y10 Paper 2)
Spoken aspect	Spoken assessment expectations and planning structure shared Vocabulary ★ Presentation at book launch	A range of vocabulary and sentence structures for clarity, purpose & effect ★ Face to camera	Demonstrate presentation skills in a formal setting ★ Campaign pitch	Listen and respond appropriately to spoken language ★ Debate re fashion industry

Year B	GROW AND GIVE A community food event showcasing local, sustainably sourced produce and regenerative farming	HEALTH HEROES How various social, environmental, and personal factors influence the health of individuals and communities	ART FOR CHANGE The intersection of neuroscience, social change, and art through a gallery curation project	AUDIT TO ACTION Investigate global and local sustainability practices to design and host a Community Sustainability Expo
Reading Text and Foci	Underland by Robert Macfarlane (Non-fiction 2019) Imagery, juxtaposition, first-person narrative Effect on reader, inference, evocative diction	A Christmas Carol by Charles Dickens (Fiction 1843) Figurative language, personification, narrative voice, contrast, sentence structure, and symbolism	The Color Purple by Alice Walker (Fiction 1982) Use of dialect, narrative voice, and symbolism shapes character, theme, and the reader's experience Imagery, voice and tone	The Climate Book by Greta Thunberg (Non-fiction 2024) Argument, rhetoric, and perspective Editorial voice Ethos and pathos Metaphor and direct address
Suggested Project Texts / Extracts/ Further Reading	Animal Farm by George Orwell (Fiction 1945) In Defense of Food: An Eater's Manifesto by Michael Pollan (Non-fiction 2008) Where the Crawdads Sing by Delia Owens (Fiction 2018)	Refugee Boy by Benjamin Zephaniah (Fiction 2001) I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Christina Lamb and Malala Yousafzai (Non-fiction 2013) Life of Pi by Yann Martel (Fiction 2001)	Noughts and Crosses by Malorie Blackman (Fiction 2001) What If?: Short Stories to Spark Inclusion and Diversity Dialogue by Steve L. Robbins (Fiction 2008) Art Matters: Because Your Imagination Can Change the World by Neil Gaiman (Non-fiction 2018) Art History 101: An essential guide to understanding the creative world by Dr. John Finlay (Non-fiction 2023)	This Book Is Cruelty Free: Animals and Us by Linda Newbery (Non-fiction 2021) 1984 by George Orwell (Fiction 1949) No one Is Too Small To Make A Difference by Greta Thunberg (Non-fiction 2019)
Project Writing	Journaling Note taking	Diary writing Journaling	Journaling Note taking	Blogging Journaling
Writing Outcome	Imaginative or Descriptive Writing A story or narrative	Persuasive Writing Letter Writing	Descriptive or Narrative Writing	Persuasive Writing Non-fiction Report
Overview	Use vivid, sensory language to bring the food and the experience of it to life for the reader	A letter to persuade the local council / community to take positive action for a healthier lifestyle	Descriptive piece deconstructing an image - subject, setting, mood, composition	Adopt a formal, factual, and persuasive style to present information clearly and effectively
Additional Year 11 only	Non-fiction writing - argue a case GCSE outline and revision support Paper 1 Section A and B (Fiction)	Analysis of non-fiction extracts Revision support Paper 2 Section A & B (Non-fiction)	Non-fiction - write an article for an art magazine Revision support sessions	Practice Papers GCSE exams
Spoken aspect	Spoken assessment expectations and planning structure shared ★ Speech about a food issue	Use of rhetorical questions, facts and statistics ★ Persuasive speech re healthy lifestyle	How art explores themes of identity and heritage ★ Presentation	Discuss different viewpoints e.g. the responsibility of individuals versus corporations ★ Discussion

★ Year 10's AQA Spoken Language assessment opportunities (can also be a subject of students choice) To be completed by the end of Year 10
Additional [reading](#) list link

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16 Plus - 16 to adult - Level 3 outlined below - Level 7 to be developed

Students will study for the Crossfields Integrative Level 3 Extended Diploma. The diploma is Ofqual and UCAS recognised. Crossfields states the the diploma equips students with a range of relevant skills which supports them to access higher education employment and entrepreneurship. These skills include - good communication, working as part of a team, generating new ideas, developing situational awareness, understanding & appraising a range of ideas, contexts and perspectives.

Further information is detailed [here](#)

By studying for the Level 3 CFI course students will be able to go to University, into the world of work, be an entrepreneur or remain at HLL to study a Level 7 course at Master's Level.

The Level 3 curriculum overview is outlined below:

All students will study the three core modules below. The Action research module supports the student to then run their own independent inquiry using a participatory approach. The third module around inner practices and ways of being bridges the independent inquiry and the wider modules.

Core Modules

Action Research	Independent Inquiry	Inner Development Practice
In this module, learners will: • Learn about a range of research methods and the skills needed to carry out primary research • Examine primary and secondary sources • Explore concepts such as validity, quality and reliability • Become familiar with narrative enquiry, journaling and other qualitative methods	In this module, learners will: • Explore an interest, career aspiration or issue affecting society • Develop self-directed learning skills • Improve their self-reflection and develop their capacities for enquiry and curiosity • Use ongoing reflective practices and evaluation to transform their thinking	In this module, learners will: • Develop their self-awareness and self-knowledge • Improve their cognitive skills • Reinforce positive interaction skills with others • Develop the skills to collaborate more effectively • Discover their abilities to drive forward positive changes • Begin to discuss, describe and articulate their development in this area

Other Modules

Perspectives and Narratives	Community and Culture	Regenerative Economics	Natural Sciences	Art Craft and Design
In this module, learners will: • Develop a deeper insight into their own worldview, beliefs and stories • Gain greater understanding of their own perspectives • Express their understanding of their own and others' perspectives, through means such as creative writing, presenting etc. • Explore ways in which perspectives and narratives affect learner interactions and relationships with the world • Explore and examine narratives and texts from different cultures	In this module, learners will: • Explore the variety of relationships that exist between human beings outside of familial, marital and sexual relations, and look at some examples in more detail • Learn how relationships develop, influence and evolve • Establish a productive environment in which their learning, and that of others, will take place	In this module, learners will: • Gain understanding of the background and underlying principles of the market economy • Explore ways to design a regenerative economy, one that seeks to regenerate our capital assets rather than deplete them in the production of goods and services • Explore how entrepreneurship can be a positive force to tackle inequality and deliver social, environmental, and economic benefits	In the module learners will: • Develop knowledge of the foundations of scientific thoughts, methods and philosophies • Explore scientific research methods and the epistemological basis of scientific thought • Develop an understanding of biological processes, which help to explain the origin and foundations of life on Earth and our existence	In this module learners will: • Develop and hone their creative practices, both through learning practical skills, and appreciating and analysing the work of other artists, artisans and designers • Produce work that reflects their progress, in both their inner development work and their work in other modules • Appreciate their own and others' work from the viewer's perspective, exploring the ideas of curation and exhibiting works in a variety of contexts

We will provide a distinctive take on the Extended Diploma as students will be working as a part of a lab, with a focus on neuroscience and complex adaptive systems. This will facilitate the development of original research findings and the potential to study a further “Level 7” qualification with an equivalency to masters-level learning.

Schemes of work are developed across the school. This ensures consistently high standards in learning and teaching documenting the curricular activities planned for groups of students. Schemes of work will also provide a basis for monitoring and evaluating the curriculum. These are kept on encrypted cloud-based storage.

6. The curriculum outside the Hummingbird

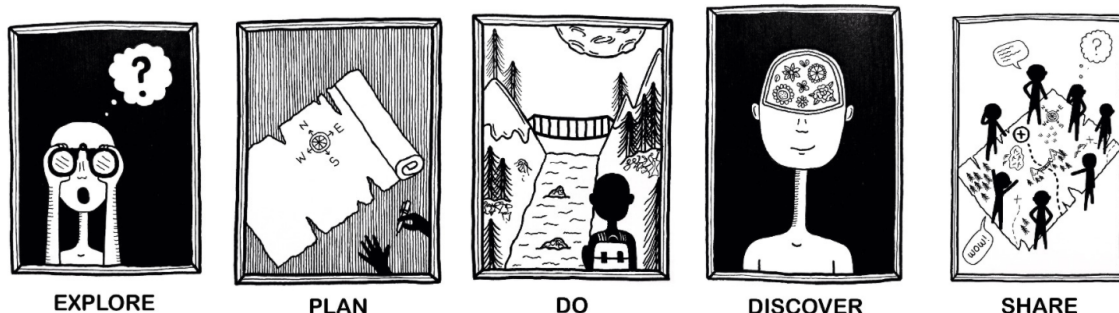
Students can utilise their wider life outside of the HLL to demonstrate their learning and realise the CFI extended diploma. This is an important principle for the HLL where we see life as a lab ripe for discovery.

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This means we look to be flexible to support young people to realise wider aspirations relating to sport, performance and other areas of life that matter to a young person.

8. Our Pedagogy

We use a range of pedagogical approaches including direct teaching, inquiry and project based learning. We typically look for students to move from explore to share. The exploration leads to curiosity and questions that form the basis of an inquiry or project. We believe that in too many schools students rely on being told what to do with a diet of didactic teaching.



Please see [Personal Project Guide BMLL Version](#) for more information.

This approach means that the **how** of learning is increasingly led by the young person as they make discoveries and utilise learning in an authentic context. This pedagogy is highly engaging and prepares students for university, the world of work and entrepreneurial experience.

Our pedagogy looks to:

1. Break down a large process into bitesize chunks.
2. Provide a context for learning, and 'the why' of learning.
3. Scaffold learning to ensure that there is a stretch that results in achievement and thereby builds intrinsic motivation and agency.
4. Connect visual and auditory input with hands-on experiences and applications.

9. Assessment

Assessment forms an important dimension of our approach ([Assessment and Reporting Policy](#)), so we can see not only the impact of students' experiences on their learning but also identify needs and next steps as well as understanding how to learn best. The root meaning of the word assessment is to sit alongside. This sense

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of being parallel and of mentoring gets lost when we connect to testing and the end goal is not a love of learning.



Assessment can connect to purpose and impact and reflect the knowledge, skills and understanding that develop. The **assessment of learning** identifies what I have learned and therefore my needs. The **assessment for learning** shows me what I need to do next and **assessment as learning** builds my understanding of self (including how I learn), others and world.

Learning happens over time and is not always developed in a linear sequence or progression. We are suggesting that by using assessment as an alongside process, rather than being done

to an individual, the pedagogy and curriculum experience will itself be co-created and contextualised. We want to demonstrate that our students can access knowledge, skills, understanding, create healthy habits and exercise new ways of being.

We will use a rubric to connect the assessment of learning and for learning. We will use the A's - awareness, attitude, action and accountability for the learning dimension.

Examples of assessment we use at HLL:

[Assessment, Pedagogy and Feedback Guidance](#) (includes marking),

Assessment is moderated internally and externally (when working with a qualification centre such as the CFI) to ensure that there is a consistency of approach and clarity over expectations.

Assessment data is recorded in agreed formats and stored on cloud based systems that are encrypted. Students and parents can access this in line with the details of our data protection policy.

Assessment data is reported to students and parents. This forms part of the student profile. The profile also highlights areas of developments and personal goals. There

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will be opportunities for discussion of the profile between students, educators and parents. The profile should never land as a surprise.

10. Student Progression, monitoring and evaluation

Students' progress in their learning, for example in achieving descriptors in a rubric, will be closely monitored by a range of people including educators and the students themselves. The purpose of this is to ensure the best possible outcomes and should lead to an understanding of need and improved outcomes. This could relate to the following areas:

- a) to ensure student completion of learning
- b) to highlight where learning could be improved
- c) to identify student needs
- d) to predict outcomes with regard to employment and university
- e) to inform iteration of learning materials and learning experience
- f) to inform personalisation/scaffolding of the learning experience
- g) to identify educator needs
- h) to identify organisational needs

Monitoring will be carried out by students, educators, leaders and the board. Our team will ensure progression by regular monitoring and evaluation and provide equality of access to all individuals, taking due account of special needs or disabilities. HLL leadership will evaluate the monitoring and produce a termly report passed on to the board, highlighting key needs and areas for development and areas of progression. This provides a healthy understanding of where we are at and what is needed to improve.

The School Leadership will facilitate a review of this policy alongside staff, governors and students every other year. Part of our process to monitor and review will include the use of research, learning walks and evaluation of a variety of forms of data.

For further detail and progression pathways please see the following document [Pupil performance tracking](#)

11. Curriculum Planning

Our model has been developed in response to a range of best practices, evidence, research and real-world experience. Curriculum planning is a collaborative exercise involving various teams, students and other groups including those with expertise.

Planning includes the planning of learning sequences. Including the long-term (typically a year or years), medium-term (typically a month to a term), short-term (week and even daily plans)

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Some of the curriculum will involve and be informed by people who are not teachers or staff within the school. For example, an expert who brings authenticity to a project. The Hummingbird retains accountability for this.

The following needs inform the planning:

1. Student needs, interests, ideas, and prior knowledge.
2. Teachers' needs to remove barriers to learning. For example, the teacher understands how to scaffold learning for those for whom English is an additional language.
3. Qualification requirements for certain ages.
4. School development needs
5. Societal changes and needs

The plan is a structure to depart from as it supports preparation but will not match the experience directly, in other words, the map does not show where I walked and what this was like. Our approach to curriculum planning outlines the following:

1. The intention of the inquiry, module or project. That is the big-picture impact.
2. The learning objectives in terms of knowledge skills and understanding. That is the detail of what is intended to be learned.
3. The learning behaviours and ways of being we would like to observe.
4. The context in which the learning is taking place including community connections, events and why this matters.

The above then provides a platform for the students to lead their learning, including the exercising of voice and choice. The agency of students is supported by being coached through the curriculum experience with a focus on awareness, attitude, actions and accountability to enable the greatest quality of learning, including assessed outcomes.

The following are helpful principles for curriculum planning:

1. Start with the end in mind and “backwards plan”. This means asking how we want our students to leave us. This will involve knowledge, skills and understanding and should reflect, not just what is in a qualification, but what opens up the world the most to succeed in life.
2. Planning includes knowledge, skills and understanding. Our planning includes the development of schemas which are constructed by the students (not copied from the educator) so that they can explicitly connect their knowledge. The creation of models is a stepping stone to understanding the underlying principles of an area. The construction of schemas, models and understanding happens over time.

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3. We plan for opportunities where the student can be the scientist, artist, historian ...learning remains a rumour until it enters the muscle.
4. We plan for an integrated model where learning has a context. We still make subject learning explicit within this so that the young person knows that they are learning about history, geography, science etc. We must think explicitly about the links between different subjects and domains.
5. Planning more detailed learning sequences includes areas such as how we introduce a topic or concept, how to develop key language, questions, what diagrams, models and stories might we choose to use? how do we apply learning into the real world, how do we assess ...
6. We want students to embody their learning rather than just recall it or google it. We plan for opportunities where knowledge and skills are applied with accountability to develop an understanding of an area of learning and of the process of their learning.
7. We plan for engagement and link this towards specific knowledge, skills and understanding. Having fun on its own is not sufficient.
8. Our team benefits from having colleagues to quality assure and review each other's planning. Revisions to planning help us to evolve our practice and student outcomes

12. Developing our approach.

Our approach including curriculum design, pedagogy, assessment and learning environment is continually evolving. This is informed by our evolution cycle which informs priority areas for development and may result in professional development opportunities. The curriculum, pedagogy and assessment will always be a priority area for development.

The [evolution spiral](#) involves monitoring and evaluation of practice and its impact, and turning these insights into actions (much as we are teaching the children in the school). This might include monitoring progress data, observation, working with other organisations, and quality assurance. All members of our team share practice openly with the rest of the team, external experts and parents supporting the process of co-construction that we use to develop the curriculum.

Development is also informed by ongoing informal reflection and conversation about what we do. Staff reflect in teams about the impact on learning of experience. This means we seek and use feedback to continually challenge and improve what we offer.

The agency of our team is supported by them being coached through their facilitation of the curriculum experience with a focus on awareness, attitude, actions and accountability to enable the greatest quality of learning as outlined in our quality framework and including assessed outcomes.