

Curriculum Policy



Policy Statement

At Holy Trinity CofE Primary School, we embrace the vision for a highly educated society in which opportunity is equal for children and young people – no matter what their background or family circumstances.

With Christian faith central to our ethos and teaching, we strive to provide a happy, caring environment to maximise learning and achievement.

Our aim is for this ethos to permeate every aspect of the curriculum – lessons, events, routines, out of school clubs, trips and visits – and this policy seeks to ensure that our vision is fully realised and adhered to by all members of the school community.

Governing Body

Lead Person	Lesley Saddington
Link Governor/Chair of Committee	Lesley Morrison
Committee	Pupil and Achievement Committee
Date Reviewed (incl. signature of Link Governor/Chair)	April 2022
Date Ratified	April 2022
Next review date	April 2024

Chris Tongeman

David Winn

Curriculum Policy

Excellence in how we worship, learn and work together

Every one of our children is unique and special. We are committed to providing an exceptional learning experience for all the children in our Holy Trinity family.

We strive to enable our children to acquire the knowledge, skills and characteristics they need to be successful in the wider world.

At Holy Trinity, we serve our community with compassion, empathy and kindness in all that we do.

Introduction

Here at Holy Trinity, we have devised and designed a personalised and innovative curriculum to suit the uniqueness of our children, our school and the local area. It is our belief that every child deserves to aspire, succeed and to lead a purposeful life as a valued citizen. Listening to the whole school community and considering the key learning skills and knowledge that our children will require for their future life, we have built a curriculum that provides an ambitious and aspiring learning journey for our children.

Philosophy

Our curriculum is designed to provide pupils with opportunities to excel and grow as creative and critical thinkers.

Aims

Our key focus areas – Language Development, Identity, Independence, Critical Thinking, Spirituality and Knowledge of the World is embedded throughout our curriculum, providing innovative and rich opportunities to enhance essential skills and knowledge.

The aims of our school curriculum are:

- to promote a culture where pupils are inspired to be open minded, inquiring and reflective learners
- to provide a learning culture that promotes and practices equality, equity and diversity
- to provide pupils opportunities to make choices and develop a sense of freedom to lead their learning
- to enable pupils to develop and express their imagination and creativity in their learning
- to enable pupils to reflect and evaluate their achievements and areas of development underpinned by the school's values
- pupils are encouraged to questions, analyse, research, invent and create their thoughts, ideas and lines of enquiry
- to be able to identify and solve problems in a variety of contexts, independently and collaboratively
- to be able to develop their metacognitive thinking skills and independence by selecting different strategies and resources
- pupils will be able to use sophisticated vocabulary to communicate their reasoning and thinking
- to nurture and develop a strong sense of self: who they are and what they can become
- to develop pupil's self-awareness and understanding of their place and value in the world
- to develop a strong appreciation of mental, physical and economic well-being and keeping safe
- to enable pupils to become confident speakers, competent wordsmiths and proficient communicators; using high quality termly texts to reinforce aspirational language development
- to provide opportunities for pupils to be reflective about their own faith and beliefs; informing their views on life and experiences
- to offer guidance and develop respect for other faiths, feelings and values
- to create enriched learning experiences that build and foster strong partnerships with families and the wider community – locally and globally

- to ensure that pupils develop a knowledge of the world, life and career skills, as well as engage in learning beyond the classroom that deepens their understanding and prepares them for the future and the next stage of their learning

The 'Journey' and Development of our Curriculum

Holy Trinity Curriculum was developed over a period of a year and was led by the Curriculum Development Leader. The rationale for the development of the curriculum was to design a curriculum that was relevant for our pupils, which was tailored to suit their interests, identity, developing their skills, knowledge and personal attributes to prepare them for their future education and life in the work place.

The Curriculum was democratically designed by the whole school community and was developed following a set of stages:

- a questionnaire was undertaken by pupils, all staff, parents & carers and governors – reviewing the current curriculum, determining what was important for pupils to learn and why, and what should be at the heart of our curriculum
- a series of workshops and staff meetings with the whole staff
- consultations with the school council
- whole school assemblies, for example – an assembly was utilised to launch class workshops to develop their suggestions for the topics
- SLT and middle leaders meetings to finalise the philosophy, drivers and topic choices
- Family open mornings regularly informed parents and carers of the development of the curriculum

The Organisation and Planning of the Curriculum

To foster a whole school holistic approach, we have divided the curriculum into 6 pathways, which is delivered across the whole school with each year group focusing on a different learning block.

Each year group focuses on a different aspect, building upon their learning as they progress through the school. Each pathway has a curriculum destination, which is linked to the National Curriculum, and has a 'big question' to stimulate critical thinking and develop a more child led approach to the learning.

Each pathway begins with a 'big question', pupils assess their prior knowledge of the topic and develop their own questions and lines of enquiry which feeds into the planning.

Each topic has a starting point picture, which initiates further questions around the topic. Pupils are encouraged to use their research skills to answer these questions, which are recorded in their topic books and on display in each classroom – **What do I know now? What do I want to find out? What have I learnt?**

Term 1 – Journeys through Time, Place and Mind, pupils develop their sense of identity, their place in society and how people's journeys through time have shaped Britain. The subject focus is geography, history and PHSE. In Reception, pupils learn about their life so far, their family, home and their heritage. In Year 1, the learning centres on the local area – Brixton, looking at local landmarks and attractions. In Year 2, the learning progresses onto the local community and understanding *what is a community* and it's importance. In particular, the pupils study Holy Trinity church and it's role in the local community. In Year 3, migration is explored and it's impact on the local area, focusing on significant changes in Brixton since the late 19th century. In Year 4, major events and periods of British history such as the formation of the British Empire and the Commonwealth are studied and how they have acted as a catalyst for migration. In Year 5, the history and impact of Windrush is explored, particularly how it has shaped our infrastructure. In Year 6, the concept of freedom and liberty is explored in relation to slavery and it's links to Britain.

Term 2 – The Power of the Arts, provides an opportunity for the development of capital culture, an awareness of the breadth of the arts and possibilities for careers and jobs in the art sector. This topic enables pupils to develop a constructive way to express themselves, exploring their identity, developing their collaborative and communication skills. Pupils will learn about animation in Reception, classical music in Year 1, ballet in Year 2, film making in Year 3, architecture in Year 4, fine arts in Year 5 and the performing arts in Year 6. Alongside these art forms, pupils will also study the history of art in their particular art form.

Term 3 – In the Beginning...the curriculum focus is science with elements of history and RE. Pupils will learn about the impact of environmental changes over time and how it effects our lives today. As well as studying the environmental science, pupils will look at Creation stories around the world and different interpretations of how the world began. Pupils will look at how to determine whether something is alive or not, early life on Earth – dinosaurs, ocean pollution, the importance of rivers in civilisations, the water cycle, climate change and solutions for protecting the environment.

Term 4 – Let's discover...., pupils develop their knowledge and understanding of how humans have many advances in communication, discoveries and exploration (including space). Pupils will discover and experience how critical thinking and creativity acts as a stimulus for new discoveries and how they can apply this to their own learning. Pupils will cover new technology, space travel, early inventions made by primitive humans, exploring materials, transport and flight.

Term 5 – The World within London, the curriculum focus is Humanities. Pupils will apply their previous learning of London and the local area, and further deepen their knowledge of key historical events and how these events such as the Blitz, Roman London, have shaped London today.

Term 6 – Healthy Living, Healthy Mind – PSHE, PE and science are the key curriculum destinations in this topic. This topic will offer pupils useful information and skills of how to live healthily, including mental wellbeing. Pupils will explore the importance of a healthy diet, physical fitness, inspiring sports people, understanding how to keep a healthy heart and how the brain works.

Maths Planning

Pupils are provided with a high-quality, structured, and well-presented Maths curriculum that prepares them for their future. Through the White Rose scheme of work, pupils have access to a spiral curriculum that aims to consistently challenge and support learning. This is paired with high-quality, targeted interventions for pupils who require additional support; as well as fun and engaging lessons.

Maths lessons in Holy Trinity are clearly differentiated to support and challenge all pupils. The use of manipulatives in lesson time, enables pupils to tailor their own learning in the way that suits them best, promoting progress and independence. The structure of lessons focuses on every pupil accessing high-quality arithmetic and reasoning practice, building students understanding of core concepts.

Through regular assessment, both summary and formative, teachers can see that the vast majority of pupils are making good progress throughout the year. Pupils continue to build their skills and understanding across the curriculum. This has been supported through the 'curriculum prioritisation' focus approach that we use to ensure all pupils understand the core concepts.

Termly Planning and Assessment:

- White Rose curriculum sequence is followed from Year 1 to year 6
- End of unit White Rose assessments
- End of term Arithmetic and Reasoning assessments

Weekly Planning and Assessment:

- A sequence of tasks are followed on the slides (4 lessons per week) – mental maths task, LI and SC with key vocabulary, arithmetic, practice and apply, problem solving and reflection
- Final lesson is to review learning and assess knowledge through tests, quizzes and address misconceptions
- Key vocabulary and manipulatives are carefully reinforced and planned daily

Reading Planning

By fostering an enjoyment of books, we aim to build confidence in children's ability to read. Reading is promoted in all elements of the school day from English and Topic to Maths and Science. In daily Guided Reading lessons children are taught reading skills to help develop their comprehension. In addition, they have the opportunity to quiz on books they have read by quizzing on Accelerated Reader. All children have regular access to our fantastic library, which is stocked with an amazing range of books from modern diverse authors, as well as all the classics.

Termly Planning:

- A high quality core text linked to the topic
- A focus on cross curricular texts (related to science, topic, religion)
- Tier 3 vocabulary list – topic and core text based
- Learning objectives linked to core reading skills
- Competitions and awards, visits from authors and illustrators

Weekly Planning:

- A focus on key reading skills and activities
- Reading tasks based on termly core texts linked to the topic
- Opportunities to have books read to the children by the class teacher
- Opportunities for children to use the school library and change their books

Writing Planning

High standards in Literacy skills are at the core of learning embedded in a topic based curriculum which supports pupils in making links to literacy in all that they do. At Holy Trinity, writing is inextricably linked to the topics of our new curriculum whilst meeting the criteria of the National Curriculum and Target Tracker learning objectives. Termly planning is based on the Curriculum Pathway Overview and the subject curriculum map (National Curriculum).

Termly plans include:

- A high quality core text linked to the topic
- A fiction and non-fiction writing unit
- Tier 3 vocabulary list – topic and core text based
- Learning objectives linked to Target Tracker

Weekly Planning & Slides Content include:

- A grammar focus
- An oral focus – role-play, performance, debate
- Opportunities to plan, write and edit
- Opportunities to apply grammar focus and Tier 3 vocabulary
- Opportunities to work collaboratively and share written work
- Creative tasks to engage and stimulate pupil's imagination such as art, visual literacy

Early Years Curriculum

The Characteristics of Effective Learning:

- Playing and Exploring-engagement
- Active Learning-motivation
- Creating and Thinking Critically-thinking.

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Early Years Foundation Stage includes seven areas of learning and development. These areas are all-important and are inter-connecting. These seven areas are divided into our three Prime areas and four Specific areas.

Prime Areas

The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are:

- **Communication and Language (CL)**
- **Physical Development (PD)**
- **Personal, Social and Emotional development (PSED)**

Successful mastery of these skills supports children to achieve well in the specific areas of learning.

Specific Areas

The following four areas include essential skills and knowledge for children to participate successfully in society:

- **Literacy (L)**
- **Mathematics (N)**
- **Understanding the World (UW)**
- **Expressive Arts and Design (EAD)**

Monitoring and review

High standards in teaching and learning is maintained and promoted through regular and informative checks, monitoring and reviewing:

- Termly book looks to ensure clear progression and high standards of presentation
- Termly moderation in a core subject to ensure accurate judgements and clear progression
- The leadership team and subject leaders conduct learning walks throughout the year with a focus on promoting high standards of teaching and learning
- Subject leaders monitor the delivery and recording of their subject, whilst reviewing appropriate resources and materials are available to staff
- SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.
- SLT and subject leaders will report their findings through regular reports to celebrate strengths and identify aspects for improvements.

Roles and Responsibilities

The Assistant Headteacher is responsible for ensuring the intention is clearly communicated, the overall implementation, and measuring the impact of the Teaching and Learning across the school, providing support and intervention where needed. The Assistant Head works in partnership with the Head teacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff, pupils and governors.

A subject leader leads each area in the school. The role of the subject leader is to

- Provide a strategic lead and direction for the subject; promoting expertise in the subject
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resources for the subject and manage a budget

Subject Leaders also produce annual action plans for their subjects, analyse the standards within their subject, support staff towards training and resources and engage in developmental work / Windmill cluster projects with external colleagues.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level and applying for Quality Marks where appropriate. They review the way the subject is taught, recorded and plan for improvement. The subject leader keeps an up to date portfolio presentation of their subject and children's work, which is used to present the intention, implementation and the impact of their subject. Class Teachers have the 3pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers are to consult subject leaders for any additional support needed.

Parental and Community Involvement

Parents and carers were fully involved in the development process of designing our new curriculum through a range of initiatives: Questionnaires, Family Learning Mornings, updates on the website, Launch Event of the New Curriculum – an opportunity for families to view the pupils work. They are asked to give parent/carers feedback at such events, which is analysed and used to adapt the parental programme.

Parents and carers are invited to curriculum workshops where the need is identified such phonics and Maths Mastery workshops. In addition, they are able to watch the class assembly, which reflects the theme of the termly topic.

To reinforce our aspirational curriculum, we invite regular speakers who represent the local community, organisations and ex-pupils from Holy Trinity Alumni to inspire our pupils. We also have strong links to the local church Holy Trinity, local charities such as Spires and the Cluster Schools, further enriching the extra-curricular opportunities for our pupils.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2020'

Policy Adopted by Governors in: April 2022

Signature (Chair of governors):

A handwritten signature in black ink, appearing to read 'Mrs Taylor', written over a horizontal line.

Policy Due for Review: April 2024