

# 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

<b>Lead Person</b>	<b>Lesley Saddington</b>
<b>Link Governor/Chair of Committee</b>	<b>Lesley Morrison</b>
<b>Committee</b>	<b>Pupil and Achievement Committee</b>
<b>Date Reviewed (incl. signature of Link Governor/Chair)</b>	<b>5<sup>th</sup> December 2024</b>
<b>Date Ratified</b>	<b>December 2024</b>
<b>Next review date</b>	<b>December 2026</b>

Chris Tongeman

Lesley Saddington

# Curriculum Policy

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## 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 broad and balanced 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. At Holy Trinity, we have high expectations for all pupils, including those with SEND and disadvantaged backgrounds.

## Philosophy

It is our belief that every child deserves to aspire and succeed, to lead a purposeful life as a valued citizen.

We believe that a well-planned curriculum that promotes a **love of learning** and a willingness to **explore and challenge** children's thinking is of utmost importance. We use the National Curriculum and Early Years Foundation Stage as a starting point; ensuring pupils gain the appropriate knowledge and skills to suit the needs of our pupils. High quality teaching and carefully sequenced learning enables our children to **deepen and master** their knowledge and skills in multiple subjects and make **meaningful links** across the curriculum. Pupils are able to build knowledge over time and revisit prior knowledge to embed their learning. The learning is structured and adapted so pupil's working memory is not overloaded and therefore supporting independence and self-regulation.

## Aims

Our key focus areas – Language Development, Identity, Independence, Critical Thinking, Spirituality and Knowledge of the World is embedded throughout our curriculum, providing 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 in their learning
- to enable pupils to develop and express their imagination and creativity
- 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 be 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 Curriculum - Organisation and Planning

To foster a whole school approach, we have divided the curriculum into six learning topics, which are taught across the whole school with each year group focusing on a different learning block.

### Humanities

**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, pupils learn about 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*. In Year 3, migration is studied with a focus on the impact on the local area. 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 studied in relation to slavery and the 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 Amazon, 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. 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, the Mayans, 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 and the great Fire of London, have shaped London today.

**Term 6 – The World - Processes & Changes**, explores the physical every-changing world, from farming to earthquakes and tsunamis.

### Maths

Progression is planned from EYFS, with a focus on core content, to develop pupils’ motivation and to allow more breadth and depth later. In EYFS, pupils are taught core facts, formulae and concepts that are useful currently and in

the future. In early mathematics, the gap is closed from school entry in the pupils knowledge and understanding of facts, concepts, vocabulary and symbols.

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. linked facts and methods are taught in an order that helps pupils to build on their existing skills and knowledge. This is paired with high-quality targeted interventions for pupils who require additional support and adapted learning.

Maths Mastery is embedded in the pupil's learning through the use of manipulatives, fluency practice, pre-teach activities and reasoning and problem solving related to real-life learning. The 5 big ideas (fluency, representation and structure, variation, coherence, pictorial and abstract representations) are incorporated in every lesson. Through the use of concrete, pictorial and abstract representations, all pupils develop a conceptual understanding and apply this to fluency, reasoning and problem solving tasks. A systematic instructional approach is applied in all year groups. This involves rehearsal of core facts, methods and strategies, alongside oral practice of explaining, justifying and proving methods.

### **Termly Planning and Assessment:**

- EYFS – Mastering Number provides a whole-class, daily approach to building strong number sense and calculation fluency
- 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
- Low-stake testing to help pupils to remember the content

### **Weekly Planning:**

- A daily lesson is delivered using White Rose slides - beginning with a fluency focus task, learning intention and a reasoning talk task.
- Key vocabulary and manipulatives are carefully reinforced and planned daily
- Sentence stems and frameworks support pupil's oracy and articulation of Maths Mastery

## **Reading**

### **EYFS & year 1**

Synthetic phonics is delivered using Essential Letters and Sounds – Oxford University Press in EYFs and Year 1. Phonics' interventions are conducted throughout the rest of the year groups for those children who did not pass the Phonics Screening Test in Year 1.

A daily 30-minute phonics lesson in Reception and Year 1

- Clear progression with signposting of expected progress
- Planning and supporting resources
- On demand CPD, accessible for all staff
- Half termly assessments and online tracker tool
- Three interventions to ensure that any learning gaps are quickly filled
- Fully decodable books matched exactly to the progression

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 Humanities 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 well resourced library, which is stocked with a diverse range of books from modern authors, as well as all the classics.

### **Termly Planning – Year 2 - 6:**

- A high quality core text linked to humanities focus
- Unfamiliar high quality fiction and non-fiction texts
- Tier 3 vocabulary list – topic and core text based
- Learning objectives linked to core reading skills
- Slide format is based on Active Reading

### **Opportunities for reading across the curriculum**

- to have books read daily to the children by the class teacher
- children to use the school library and change their books
- tier 3 vocabulary is highlighted and practiced across the curriculum
- trips to the local library

### **Writing Planning**

At Holy Trinity, we believe that writing is a vital skill that enables children to express themselves, communicate effectively, and engage with the world around them. Our aim is to develop confident, fluent, and creative writers who take pride in their work. We provide a structured and engaging writing curriculum that supports pupils in developing the knowledge, skills, and stamina needed to write for a range of purposes and audiences. Purposeful oracy and practice with their writing buddy, enables the pupils to rehearse and practice their thoughts and ideas before writing.

We ensure our approach to writing aligns with the expectations set out in Ofsted's framework and the National Curriculum - focusing on a well-sequenced and knowledge-rich curriculum to ensure progress. Pupils are equipped with secure transcription skills and the ability to master sentence structure and composition. Through high-quality teaching, carefully planned learning sequences, explicit instruction and opportunities for independent and collaborative writing, we empower pupils to see themselves as authors. Our use of engaging core texts, closely linked to our humanities curriculum, provides meaningful contexts for writing and helps to develop a broad vocabulary and deep understanding of different genres.

### **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 the national Curriculum
- Adaptation for pupils who need extra support

### **Weekly Planning & Slides Content include:**

- A grammar focus
- An oral focus – role-play, performance, debate
- Mastering sentence writing
- 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
- IPPEEL structure is used in Years 3-6 (Year 2 use PAT on their learning intention slide – purpose, audience and task)

## Art and Design Technology

The Art and Design curriculum is designed to provide opportunities for pupils to **explore, create and express**. Our high-quality art curriculum develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We see art as a vehicle for creativity, exploration and individual expression, which is important to the development of pupils' well-being, appreciation of the world and understanding and empathy of others. By the end of Year 6, pupils will have acquired the skills and artistic experiences needed to express themselves as confident and creative artists.

### Planning

We aim to give all children the confidence to express themselves through a range of chosen mediums. Our curriculum is based on Access Art, providing children with an opportunity to experience all art forms: drawing, painting, 3D designs and printmaking. Pupils are encouraged to experiment with a range of different materials and techniques to bring their ideas to life. Opportunities to practise art and design techniques when using colour, pattern, texture, line, shape, form and space are embedded across the Art curriculum with individual sketchbooks and to explore a variety of artists and their styles.

### Assessment

At the end of each unit, pupils are given the opportunity to reflect and evaluate their work as well as give and receive feedback from staff and peers. This strengthens their ability to acknowledge and learn from constructive criticism and use these steps to improve or modify their work.

## Computing

At Holy Trinity, our computing curriculum equip pupils to use **computational thinking and creativity** to understand and change the world. We want all of our pupils to be **digitally literate** – able to use, express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as **active participants** in a digital world.

### Planning

At Holy Trinity, we use Purple Mash' computing scheme of work. Our learning environments are equipped with a computer and an interactive whiteboard, which are fully networked and have access to the internet.

### Assessment

Pupils review and assess their learning at the end of each unit using online quizzes and key questions.

## Modern Foreign Languages

We teach explicit lessons to children in KS2 (from Year 3 to Year 6) once a week. However, we also feel it is important to expose younger children to new languages and aim to provide exposure to Spanish throughout the whole school.

Through our Spanish curriculum children develop the four skills of speaking, listening, reading and writing.

- Autumn 1 - Meet and Greet
- Autumn 2 - My Body
- Spring 1 - Time to Eat
- Spring 2 - The People Around Me
- Summer 1 - All About School
- Summer 2 - Tell Me When

## Music

At Holy Trinity, Reception, KS1 and KS2 have a weekly music lesson following the LMS Charanga scheme.

Music will be taught in line with the National Curriculum 2014. The relevant KS1 and KS2 Programmes of Study will be covered by each year group.

### Key Stage 1

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically

- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music
- Learn pitch, pulse, tempo, dynamics, rhythm and timbre
- Sing and play on percussive instruments together as an ensemble
- To hear and recognise instruments and the families they belong to
- To lead and conduct a class, both through a prepared musical piece and a piece of music they are improvising
- To sight read rhythmic notation

## Key Stage 2

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music
- Children will improvise and compose using the interrelated dimensions of music on the instruments they will be playing all year round showing accuracy, fluency, control and expression
- Children will learn music phrases and understand form with both musical and no prompts while playing their instruments
- Children will be able to notate music
- Children will perform music to a high standard as an ensemble and individually from a range of styles and cultures
- Children will be given a background to the music they are playing and listening to.

## PE

At Holy Trinity, children are exposed to a wide range of individual and team games, which build character and help to embed our school values such as teamwork, resilience and respect. PE lessons begin with a recapping of previous knowledge and skills to strengthen the learning and make links with upcoming lessons. Each half term, children are taught a different sport in a competitive environment with appropriate challenge.

### Our lessons focus on the following three areas:

Motor competence, rules, strategies and tactics and healthy participation. Our development of children's fundamental movement skills will ensure stability within future physical activities.

### Planning

Our PE lessons follow the objectives set out by the National curriculum. Teachers use a termly plan of skills set out by Moving Matters.

<https://holytrinityceprimary.org.uk/wp-content/uploads/2023/05/PE-Knowledge-Progression-of-Skills.pdf>

## PSHE & RSE

At Holy Trinity, follow the 'Jigsaw' scheme of work for our PSHE lessons. Through our programme of study, (Jigsaw), the children should have a good balance of these overarching concepts:

- Identity
- Relationships
- A healthy, balanced lifestyle,
- Identification of risk and safety
- Diversity and equality
- Rights, responsibilities and consent
- Change and resilience

We follow statutory objectives listed in the Relationships and Sex Education Guidance by the Department for Education. This states that primary schools should develop children's understanding on what a respectful relationship is, with family and friends, in all contexts, including online platforms.

Our PSHE sessions are taught weekly by every class, as part of the 'Jigsaw' scheme of work. Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching. The learning activities nurture children's development as compassionate and well-rounded human beings, as well as building their capacity to learn.

There are six Puzzles (half-term units of work) and each year group does one lesson per week. The delivery of lessons is in an age- and stage-appropriate way so that they meet children's needs.

Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. The Jigsaw programme includes all the statutory requirements for Relationships and Health Education, and Sex Education is also included in the Changing Me Puzzle (unit).

In addition to our PSHE Jigsaw curriculum, Holy Trinity offers support and adapts its PSHE curriculum in the following areas: E-Safety, Healthy Schools, SEND, school council; as well as developing the emotional literacy of its pupils through circle time, Anti-Bullying Week and Wellbeing Ambassadors. Additional professional support and advice is also sought from organisations such as CAMHS.

## RSE

RSE is taught following the planning overview by Jigsaw.

<https://holytrinityceprimary.org.uk/wp-content/uploads/2021/06/PSHE-RSE-Content-Overview-Changing-Me.pdf>

See our PSHE & RSE policy for further information.

## Science

At Holy Trinity, we use the White Rose Scheme for science, which clearly indicates a progression in the key scientific knowledge and concepts, from EYFS to Year 6. The children will experience a range of activities in science lessons, which will develop both their scientific understanding and their mastery of the nature, processes and method of science.

The key to the success is a small step approach; essential aspects of key stage science are broken down into easily digestible chunks.

Through experiment, practice and discussion, children gain core knowledge around:

- Scientific vocabulary
- 'Working scientifically' skills including systematic and careful observations and following practical scientific methods
- The gathering and interpretation of straightforward scientific evidence
- The use of everyday materials and scientific equipment to solve science problems
- Articulating scientific concepts and using five types of science enquiries

## 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 Deputy Head Teacher 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 Deputy Head Teacher 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 are to consult subject leaders for any additional support needed.

## **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 2024'

Policy Adopted by Governors in: December 2024

Signature (Chair of governors):

Policy Due for Review: December 2026