



## Holy Trinity CE (A) Primary School

### Curriculum Statement of Intent

At Holy Trinity CE (A) Primary School our children will be respectful, kind, happy, tolerant and inquisitive. We inspire them to have positive, enthusiastic attitudes to learning and expect that the children will engage with the relevant, meaningful learning opportunities we provide for them. We aim for the children to be confident, articulate and resilient learners, who are not afraid to take risks with their learning, who are open to doing their best and who understand that we learn from making mistakes.

Our Christian values and ethos underpin all aspects of school life and our curriculum ensures academic standards are high and the behaviour of our children is excellent. Our school vision drives decision-making, rooted in the scriptures and Christ's teaching, which demonstrates our love and care for all members of our school and wider community. Inspired by our vision of love and care, our most vulnerable children feel valued and supported by all members of our school community, enabling them to enjoy school and achieve their full potential.

We have designed our diverse curriculum to be language rich, creative, engaging and interesting, ensuring that it is broad, balanced and ambitious for all children. It has purpose, and is designed to enable the development of the children's knowledge and skills, building on what they know from earlier years. We identify the needs of individuals within our learning community and shape our curriculum around these needs. Our curriculum makes full use of our extensive, exciting and beautiful outside environment and our children have regular opportunities to engage with learning using that wonderful resource, to support and enrich our curriculum provision.

At Holy Trinity CE (A) Primary School, we believe that our curriculum should be an all-encompassing experience, which includes formal planned for learning opportunities as well as spontaneous learning opportunities to suit the needs of our learners as they arise. Also weaving through our curriculum as well as Christian Values are our school core values of ~ Perseverance, Aspiration, Respect and Teamwork.

Our curriculum is designed to allow each one of our learners to:

- Achieve the highest possible academic standards, whatever their ability
- Make good progress during lessons and over time
- Develop skills and personal qualities for lifelong learning
- Explore the world around them, through various outings, visitors to the school and Outdoor Learning
- Support positive mental health and well-being, enabling our children to be happy, resilient and successful in their learning
- Be able to work independently and collaboratively, developing positive relationships with others

We have developed our curriculum by considering the following, what the children need to learn, ensuring that the curriculum is purposeful, relevant and interesting, but also meets learner needs and is a challenging curriculum

Our curriculum has been designed to take account of the statutory requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum as well as the individual needs of our learning community. Learning Challenges are based around Target Tracker statements for core and foundation subjects. These ensure clear progression across the school and recognises that knowledge, understanding, skills and concepts build over time. As a result of this, we expect that all children leave our school having mastered a wide range of concepts and skills and gained the knowledge that gives them a love of learning, prepares them for their next steps and develops an understanding of the world in which they live.

### **Our Curriculum Implementation:**

We continue to use “The Power of Reading” strategy, which uses language rich, high quality texts to engage learners. We choose and use different texts to suit the needs of specific cohorts. Reading and writing fluently enables our children to be able to articulate themselves clearly and confidently as well as being more able to access the entire curriculum successfully. More importantly, through this approach we endeavour to develop the children’s love of reading and writing. Phonics is taught explicitly, using “Read, Write, Inc”, but is reinforced throughout the entire curriculum with the expectation that the children will apply their learning of reading and writing in all subjects. Lexplore is used to support children in developing their reading fluency and comprehension of texts and where appropriate, teachers target gaps with specific interventions based around their knowledge of each child’s reading ability and progress. We endeavour to link some foundation subjects learning to the key texts, but they are also taught discretely when necessary.

We aim to ensure the learning experiences are memorable to the children and further develop their knowledge and understanding of what is being taught. This could be, for example, a visit to a place, a visitor into school or a practical activity or experience led by school staff.

Maths is taught following the White Rose strategy, but other resources are used eg Nrich etc to support the development of the children’s mathematical understanding. This is particularly true for developing the children’s reasoning and problem-solving skills. We develop fluency through following a concrete, pictorial, abstract approach to teaching mathematics.

RE is based around the Hertfordshire Agreed Syllabus. The school Christian ethos, values and RE teaching promote an awareness and understanding of a range of faiths and world views and respect for these. However, Christianity continues to be predominant in the time allocated to high quality RE teaching. Academically More Able learners have been challenged to obtain higher levels of achievement in RE above the National expectations. Teaching and learning in RE is effective due to the rigorous assessment monitoring and moderation of the standards on RE.

PSHE including RSHE are based around important corner stones and closely meet the needs of our children. When each term’s units of work are planned, relevant PSHE/RSHE concepts weave through it to enhance the learning and add a different dimension to children’s thinking. PSHE/RSHE is also taught explicitly.

At Holy Trinity CE (A) Primary School, there is an expectation of well thought out quality first, child centred teaching and learning, delivered by all. Teaching staff use their knowledge of the curriculum

to ensure that learning is structured and sequenced, ensuring smooth transitions between sequences of lessons in order to meet learning challenges and to achieve optimal learning outcomes. The children build on skills and knowledge within the year group curriculum, but also build on previous year's learning. Staff actively encourage the children to identify the relationships and connections within their learning and ensure that a range of opportunities are planned. This enables the children to practise and apply, in different contexts, the knowledge and skills that they have learnt, so that they achieve depth and mastery of the curriculum.

In a profession that focuses on learning and knowledge, it is vital for teachers to receive opportunities for Continuing Professional Development and work collaboratively with each other, to achieve the best outcomes for our children. At Holy Trinity CE (A) Primary School staff support each other, to update their knowledge and skills which in turn, supports them in remaining competent, effective and innovative within their role. Continuing Professional Development (CPD) refers to any activity, formal or informal, that helps develop skills and knowledge, and enhances professional practice. At Holy Trinity CE (A) Primary School, we have high expectations for the quality of teaching across our school. We ensure that this continued improvement in professional skills is a priority and we focus on how staff can share good practice with each other. We identify what whole school or individual areas for improvement there may be and what high quality CPD could be provided to support these improvements.

### **The Impact of our Curriculum:**

At Holy Trinity CE Primary, we would expect the impact of our curriculum to:

- Enable our children to be considerate, respectful and to demonstrate compassion and empathy to each other
- Support our children in appreciating our outdoor learning environment and caring for it
- Ensure our children are inquisitive and possess a love of learning
- Challenge all children, whatever their ability, to reach the highest standards of attainment they can
- Enable children to develop their understanding of subjects through connecting new knowledge with existing knowledge and applying this in real life situations
- Ensure children make good progress from their individual starting points  
Support children in being articulate, confident, and are able to take 'risks' in their learning
- Promote resilience and perseverance even when learning is challenging
- Enable children to take responsibility for themselves, their behaviour choices and their learning
- Support the mental health and well-being of all our learners
- Encourage our parents to work in partnership with us and support their child's learning