



HOLY TRINITY C E (A) PRIMARY SCHOOL Curriculum Policy

Vision

We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos.

1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them'.

POLICY	Curriculum Policy
SOURCE	Holy Trinity CE(A) Primary
REVIEWED BY	Teaching, Learning & Ethos Committee; FGB
ADOPTED	March 2020; last approved 13.07.21
REVIEW & APPROVAL DATES	<p>March 2014, March 2017, June 2019; July 2021</p> <ul style="list-style-type: none"> • New Policy to reflect curriculum changes and the introduction of “The Power of Reading.” and Target Tracker Assessment tool – 2018 • Curriculum changes due to lockdown and catch-up curriculum September 2020 • Curriculum Policy due to new statutory PSHE / RSE Policy and curriculum – September 2021
REVISION DUE	Autumn 2023 or as advised by staff

Curriculum

At Holy Trinity CE (A) Primary School, our aim is to provide a broad and balanced curriculum, which engages and interests our children, but one which is relevant, meaningful and prepares our children for living in the 21st century. Our curriculum ensures all the requirements of the 2014 National Curriculum and PSHE / RSE statutory Curriculum (September 2021) are fulfilled. The curriculum is underpinned by the values our school holds dear. We believe it is vital our children have fun in their learning and become confident learners, that our curriculum challenges all our children, whatever their individual need and that it inspires their curiosity in the world around them. This policy should be read in conjunction with the Social Moral Spiritual Cultural Policy. We recognise that as a Church School, RE is at the heart of the curriculum and the fourth core subject and reflects the Distinctive Christian Character of the School and our RE curriculum follows the Hertfordshire Agreed Syllabus for Religious Education and the Diocesan requirements for RE and Collective Worship.

Aims & Objectives of our Curriculum

- To ensure our children enjoy and have positive attitudes to their learning
- To enable our children to understand the skills and attributes needed to be a successful learner
- To ensure our children are literate and numerate and can transfer these skills to other curriculum areas
- To create enthusiastic and successful learners who make good progress
- To challenge all children, whatever their ability, to reach the highest standards of attainment they can
- To enable our children to be creative through art, dance, music, drama and design technology

- To enable our children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style
- To help our children understand Britain’s cultural heritage
- To teach our children about their developing world, including how their environment and society have changed over time
- To enable our children to be positive citizens in society and to feel that they can make a difference
- To enable children to understand and respect diversity in other cultures and religions
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work respectfully and co-operatively with others
- To be independent thinkers/learners who are able to seek solutions creatively and cooperatively
- To encourage our children to be confident enough to take risks in their learning
- To ensure our children understand when they have achieved learning challenges and are then involved in identifying their next learning steps
- To promote purposeful, outdoor learning in our beautiful grounds, stimulating and enriching the children’s learning

Purpose of our Curriculum

- To promote high standards across the curriculum
- To develop a wide range of skills and broaden children’s life experiences
- To provide a broad and varied learning experience
- To be relevant to children and prepare them for the ‘here and now’, for the next phase of their education, and for their future
- To help our children recognise that their personal development is essential to wellbeing and success
- To support the children in becoming resilient and enabling them to flourish

Curriculum Organisation, Planning and Assessment

At Holy Trinity CE (A) Primary School we plan our curriculum in three phases, long, medium and short term, although for maths and English the focus is on medium and short-term planning. Assessment and tracking of our curriculum is through Target Tracker, which all class teachers use to inform their planning through information gained from the assessments of the children’s learning. In our English curriculum we follow “The Power of Reading” curriculum, although phonics, spelling, punctuation and grammar are also taught largely discretely.

Long term planning:

This is an overview of each subject and its coverage in each year group. They give a broad outline for each year group for the year. Long term planning is flexible year on year and is cohort dependent, as long as the objectives from the National Curriculum are covered. Each Yeargroup’s overview is on the school website.

Medium Term Planning:

Medium Term planning is a guide to the Learning Challenges to be covered in a subject over a half term / term. Teachers can plan a foundation subject in a more flexible way eg to have an art day / DT week, to focus on specific skills instead of an allotted period of time every week in a half term.

Weekly Planning:

These plans break down the curriculum objectives into weekly achievable targets and activities. Assessments during the week inform the teacher’s planning and the weekly planning is flexible to change and reshaping by the teacher, based on these assessments.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Each Year group plans collaboratively, to ensure clarity and consistency across the year group. All teachers are expected to differentiate their planning, to meet the needs of all children in their class including G & T, Academically More Able, SEND, EAL, and PP groups of learners. Learning Challenges are created by all teachers and are written or stuck into children’s books. These Learning Challenges are taken from our assessment tool, Target Tracker and cover the current National Curriculum. Children assess their own work, and also regularly assess their peers’ work against the Learning Challenge at the end of a lesson. In addition, they inform the teacher using APIG by circling the correct letter for A -Adult support, P-Peer, I-Independent, G-Group work, how they have worked during a lesson. The teacher will then monitor these self and peer assessments when marking the child’s work.

Curriculum Content

In the Early Years our children follow the Early Years Foundation Stage Curriculum, which is underpinned by the principles of learning through play and which encompasses the 3 Prime Areas of Learning as well as the four Specific Areas. The children have continuous provision of all areas in both the indoor classroom and outdoor learning environment. In Reception and Key stage 1, phonics is an important part of the curriculum and this is taught through the Read, Write, Inc Programme. In each Year group there are at least four phonics groups, which enable us to hone our teaching to meet learner needs. Children are assessed on a half termly basis in phonics and groups are fluid to ensure children receive the appropriate learning opportunities.

In Key Stage 1 and 2, subjects are taught, following the 2014 National Curriculum statements for each Year group, having planned the children's work so that the content is spread over the two years of Key Stage 1 and the four years of Key Stage 2 with a clear progression of skills and knowledge in place. Year group curriculum meetings for parents are held at the beginning of the school year, so teachers can explain what the children will be learning about and any trips during that year. Details of each Year group's curriculum content are on the school website. Parents are informed what their children are learning at least once a term.

The amount of time devoted to areas of the curriculum not directly under the umbrella of English and Maths is balanced over a school year. In one particular half term or term there may be a bias towards history, geography, art or DT, but this is then balanced the next half term / term. Teachers may also have discrete days / weeks blocked for teaching a specific subject area.

English

In Autumn 2016 we were very excited to introduce a new initiative into our English curriculum called "The Power of Reading." Children read high quality, engaging texts in class and their writing is all based around the text. Other curriculum areas e.g. art and drama also draw on the core text used in class. This stimulates the children's enthusiasm, engagement and interest and supports writing progress. Writing also takes place in other curriculum areas and the expectation is, that similar standards of presentation, grammar and punctuation skills will be seen in this writing as in the pupils' "Power of Reading" books.

Guided Reading takes place in each class every day. This provides opportunities for the children to develop their comprehension, inference and deduction skills, also thinking about an author's viewpoint and how and why they use specific words or build up a character in the book. Lexplore was introduced in May 2021, to support children's reading attainment and progress from Year 1 - 6. Children's eye movements are tracked by a computer whilst reading letters or a text summary. Comprehension of the text is also assessed. Appropriate interventions are then tailored to fit the needs of a child, based on Lexplore's findings.

Phonics is taught at least four mornings per week in Reception and Year 1 to support children in being able to break words down in reading and spelling. Children in Years 2, 3, 4, 5 and 6 focus on spelling, punctuation and grammar during the week, although phonics is still taught to children who need that support, especially in Years 2 and 3.

Maths

Maths is mainly taught discretely and in line with the 2014 National Curriculum, which supports children in gaining and practising the fundamentals of mathematics e.g. number facts, times tables and written methods for all four number operations. Children are required to gain a deeper knowledge and demonstrate they are able to apply their knowledge independently to problem solving. We use White Rose materials to support children in working through the stages of concrete, pictorial and abstract to develop and use reasoning and problem solving skills. This supports children in gaining fluency in maths and having frequent opportunities to apply their knowledge and skills to 'real life' maths problems. Nrich is also used to support depth in the maths curriculum.

Science

Our science curriculum is a 'hands on' and practical curriculum, which offers children opportunities to investigate, predict, observe and draw conclusions about their findings. Children have opportunities to work collaboratively and independently during these lessons. We use our extensive grounds to stimulate our science curriculum.

RE

We recognise that as a Church School, RE is at the heart of our curriculum and the fourth core subject and reflects the Distinctive Christian Character of the School. Our RE curriculum is supported by the Hertfordshire Agreed Syllabus which meets the Diocesan requirements for RE and Collective Worship. In RE the children learn about religion and from religion. They learn about different Religions and Faiths, Religious Symbols, Holy Books, Places of Worship, Ways of Life and how different faiths practise their religion and they compare other religions to Christianity often reinforced by visits to places of Worship in the wider community. Big questions also feature in the teaching of RE, to enable children to reflect, discuss and make their own conclusions about their and others' beliefs. Respect and tolerance are important qualities taught through RE.

Humanities

Some of our geography and history curriculum is covered through the half termly/ termly themes or topics in a focus week with a strong focus on the historical or geographical knowledge and understanding. Humanities are sometimes used as the thread for tying together the curriculum areas.

Programming & Computing

Our children have weekly access to the ICT suite, as well as regular opportunities to use laptops and iPads. We also have an iPad in each classroom and children have access to a bank of laptops and iPads. Programming, animation, coding, word processing skills are also taught in school. There is a lunchtime coding club, in which children are used as the experts (Digital Leaders) to teach peers skills such as using Python etc. There are Clever Touch TVs in all classrooms and this too supports the development of skills.

Personal, Social, Health and Education (PSHE) / Relationships and Sex Education (RSE)

Our curriculum follows the statutory 2021 syllabus. We as a school have adopted the West Sussex E4S (Education for Safeguarding) guidance and have written our curriculum to meet the needs of our children.

Our school places a great deal of importance on ensuring that the children leave school knowing the difference between right and wrong and being able to make informed choices. We ensure our values of Perseverance, Aspiration, Respect and Teamwork run through our curriculum and children strive to receive a Values Token and to gain a leaf of achievement. We have a strong policy regarding a healthy approach to life which includes eating well, exercising well, keeping oneself safe and digital literacy. Children also learn about the importance of British Values and the importance of respect for diversity, which includes respecting all other faiths and cultures, understanding the differences between opinion and fact and beginning to become critical thinkers.

Relationships education is taught from Early Years to Year 6 and Relationships and Sex Education is taught in Year 5 and 6 through discussion about body changes and Sex Education in the context of a loving relationship. In line with West Sussex guidance, we are using the E4S toolkit, for our RSE curriculum. Commercially produced DVDs are often used as a starting point for the lessons. A meeting is held in the first half of the Summer term, to discuss the content of the Sex Education Curriculum. Parents are encouraged to 'view' the material being offered to their children, should they wish to. Parents have the right to withdraw their child from all or part of the Sex and Relationships Education provided at school, excepting those parts included in the statutory science National Curriculum.

Modern Foreign Languages

Key Stage 2 children have a French lesson every week. In Key Stage 2 the children follow a curriculum which includes a balance of spoken and recorded language.

Music

In music children are offered opportunities to develop their voice, deepen their understanding of music history and perform using untuned and tuned musical instruments. This enables the children to improve and strengthen their listening, appraising, performing and composing skills. They are taught to understand musical terms and to read and write music. Our children are offered opportunities to appreciate the music of great composers, develop an understanding of the history of music and appreciate music from different traditions and cultures.

Children are also offered the opportunity to learn a vast variety of musical instruments on a one to one basis including voice, guitar, violin, piano, woodwind and drums We also offer children the opportunity to attend a lunchtime or after school choir.

PE

We firmly believe that all children should take part in a range of sporting activities, so that they can keep healthy and active and develop an understanding of the importance of exercise in their lives. Our PE curriculum is well balanced so that a variety of sports can be undertaken and enjoyed by the children.

We ensure our children are able to improve their running, jumping, throwing and catching skills through team and individual sports, as well as developing their strength, flexibility, control and stamina through sports such as gymnastics and dance.

Competitive games are encouraged eg netball, football, tag rugby, rounders, cricket and tennis, so that attacking and defending skills are developed and improved. Holy Trinity CE (A) Primary is also part of the Mid Sussex Active Partnership, which offers our children many opportunities to take part in competitive competitions in the local area, such as cross country, football, netball, boccia, hockey, tag rugby and athletics, as well as offering specialist coaching opportunities and supporting teachers to develop their PE subject knowledge.

We offer Year 3 and Pupil Premium Year 4 pupils swimming lessons in the Autumn and Spring terms. We use our extensive grounds to support orienteering activities and are looking to extend this further in the next few years. In Year 6 our children also experience a wide range of adventurous and outdoor activities through their residential visit. Sports during this week include climbing, zip wire, archery, abseiling, "Leap of Faith" and problem-solving; these encourage collaboration and team work.

We also offer a wide range of after school sporting clubs which include, gymnastics, dance, multi skills, football and netball.

We have also invested in a wide range of small playground apparatus, as well as a junior trim trail and a large Playship for the children to encourage children to keep moving and fit during break-times. Table tennis, table football tables and a basketball hoop are also available for children to use.

Art & DT

Our art and DT curriculum gives children the opportunity to develop an appreciation of the work of great artists such as Rousseau and Van Gogh and to be able to express themselves in a variety of media eg clay, textiles, wood, sculpture, paint, pastel, pencil etc. Digital media is also used when creating animations or presentations.

The children are encouraged to plan their work, design and evaluate it, giving explanations of how they would change or improve their work another time. Time is spent developing an understanding of colour, pattern, and texture and encouraging children to be proficient in their work, with evaluation and exploration of techniques recorded in sketchbooks.

Subject Leaders

All teachers take on the role of a subject leader in our school unless they are an ECT (Early Careers Teacher).

Role of Core Subject Leaders

Core subject leaders are given release or staff meeting time, to support them in carrying out their role. Their responsibilities include the following:

- To provide a strategic lead and direction for the subject
- To support and offer advice to colleagues on issues related to the subject
- To write and review an action plan for their subject at the start of the academic year
- To review the curriculum planning for their subject, ensuring that there is full coverage of the National Curriculum. They also review the way their subject is taught in the school and plan for improvement.
- To keep up to date with developments in their subject, at both national and local level
- To monitor children's books for coverage, progression, differentiation, presentation and standards appropriate for the year group's Age Related Expectations
- To provide feedback to teachers after monitoring
- To work with other Core Leaders in the Locality
- To create and maintain a portfolio of exemplars for their subject
- To lead staff meetings when needed to enable moderation
- To report to Governors once a year on their subject

Role of Non-Core Subject Leaders

Their responsibilities include the following:

- To provide a strategic lead and direction for the subject
- To write and review an action plan for their subject at the start of the academic year
- To review the curriculum planning for their subject, ensuring that there is full coverage of the National Curriculum. They also review the way their subject is taught in the school and plan for improvement.
- To keep up to date with developments in their subject, at both national and local level
- To create a file / portfolio of exemplars for their subject
- To lead staff meetings, to support the progression of skills in their subject
- To report to Governors once a year on their subject

Role of the Senior Leadership Team

The responsibilities of the leadership team include:

- To strategically plan for school improvement
- To monitor that there is a broad and balanced curriculum in each Year group
- To support teachers in developing their professional skills
- To monitor pupil progress through looking at pupil books
- To hold informal and formal discussions (Pupil Progress Meetings) with all class teachers termly
- To hold teachers to account for pupil progress for all groups of learners
- To review Action Plans for each subject
- To monitor teaching and learning through Learning Walks, Drop Ins, Target Tracker Assessments
- To monitor the values “Perseverance” “Aspiration” “Respect” and “Teamwork” in the curriculum

Role of Governors

- To meet an Assistant Headteacher to review data once per term
- To meet core subject leaders through the year
- To monitor the impact of new initiatives to the curriculum
- To monitor the implementation of the School Development Plan
- To hold Senior Leaders to account
- To provide reports to governors about their subjects once a year through the Teaching, Learning & Ethos Committee

Curriculum June 2020 – July 2021

Due to the majority of children not being in school from March 2020 – July 2020, we implemented a first two weeks curriculum in September 2020. This was based around a whole school text “Here we are” to support children reintegrating into school again and support mental health and emotions.

We assessed children to find learning gaps on their return and during this transition period, we taught children where they left off in March 2020 as well as introducing their current Year group work, if it is appropriate for the child. This includes a White Rose consolidation curriculum.

In the second lockdown from January 5th 2021 – March 2021, all teachers from Reception to Year 6 taught live lessons via “Google Classroom.” They covered the range of subjects normally taught in school. Both children and teachers felt the interaction and working this way had a positive impact on children’s progress, learning and well-being.

However, we are aware that more parents have reported that their children are feeling more anxious since the lockdowns, so are working on children feeling happy and safe to be back in school, through extended hours of the Learning Mentor and additional hours of our SEND teacher to concentrate on resilience with targeted groups of children.

After school tutoring in reading, writing and maths is also taking place for specific groups of children from Years 2-6.