

Holly Primary School

Curriculum Statement of Practice



At Holly Primary School, our curriculum aims to provide pupils with a coherent, knowledge rich and cumulative education that will develop their cultural literacy and enable every child to fulfil their potential. Ensuring that every child makes progress is the key to our curriculum. Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children. It is engaging, exciting and innovative, encompassing and celebrating all curriculum areas, helping our children develop the knowledge and skills they need to excel, and become creative and curious citizens.

The Holly Primary Curriculum sets out the planned progression children will make from F1 to Year 6. It is designed to:

- Ensure that children develop the appropriate knowledge, understanding, skills and attitudes in all curriculum areas that are built upon year on year.
- Enable children to have a deep knowledge and understanding of the world around them so that they are able to positively contribute and make a difference.
- Foster Holly Primary School values that children are guided by in choices and actions.
- Challenge children to make good progress and experience pride in their achievements.
- Be strong in meeting the needs of learners irrespective of their gender, ability, socio-economic circumstances, differences and ethnicity.
- Give a rich provision throughout the day that provides an interesting and stimulating learning environment.
- Allow us to know our pupils well and shape the curriculum around them. Because of this, we raise standards, achievement and self-esteem.
- Be based around our school's context.
- Promote an understanding of global citizenship and care for the environment and make children aware of and engage with, their local, national and international communities.
- Develop a lifelong love of learning and prepare children for their future and next steps in life.

Ultimately, we strive for our children to leave Holly Primary School as knowledgeable, capable, empowered individuals, strongly guided by our school values.

Curriculum Drivers

In order to achieve our Curriculum Aims, we have identified four “Curriculum Drivers” that are reflected through all themes. Teachers’ planning ensures that these drivers run coherently across the school and through every subject. Curriculum Drivers relate to the needs of our school, our pupils and our community.

Our four Curriculum Drivers are:

- ~ Our Place In Our World
- ~ Language & Oracy
- ~ Learning Skills
- ~ Healthy Body, Healthy Mind



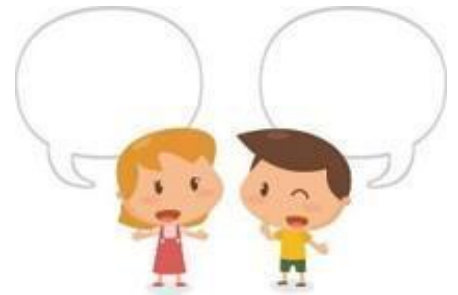
Our Place in Our World

We want our pupils to grow up with a secure understanding of the local community, our national context and the wider world. Through a growing appreciation of different cultures and traditions, we want our children to develop respect; to embrace and celebrate diversity and know what it takes to be a good citizen. We also want our pupils to have an awareness of global issues and to take responsibility for the environment.

Language and Oracy

Communication skills are vital for both success and confidence in many areas of life and therefore we want our pupils to develop the ability to express themselves clearly and effectively. We recognise that both listening and speaking are important when communicating and opportunities to practise and develop these skills are provided.

We know that having a broad vocabulary aids both understanding of language and self-expression. Therefore, our curriculum is language-rich, involves the use of high-quality texts, promotes an inquisitive approach to language and provides opportunities to practise new vocabulary. In turn, we want our children to develop a love of reading.



Enrichment

Enrichment opportunities are provided for our children as we firmly believe that these opportunities have a number of benefits, both academically and personally by broadening their life experiences. We believe that enrichment can help to raise academic standards, enhance performance and teach life skills that will equip our pupils for an ever-changing world. It gives our children the chance to participate in activities that supplement learning and enable them to broaden their skills and experiences, identify talent and enhance it.

Healthy Body, Healthy Mind

We recognise the importance of promoting healthy lifestyles in school and want our pupils to develop an increasing understanding of the many different factors that contribute to keeping healthy. Our curriculum provides opportunities for our pupils to learn about their physical health, what constitutes a balanced diet and about how exercise benefits the body. In addition, we want our pupils to have a developing understanding of how to maintain good mental health. Our curriculum, therefore, teaches an understanding of emotions, promotes resilience and encourages an open approach to discussing worries or concerns. Our curriculum also includes opportunities for our pupils to learn how to keep themselves safe in all areas of life. An important element of this includes safety on-line and when communicating using technology.



How this is achieved

The design of our curriculum is influenced by our pupil admissions number and our context. We use a two-year cycle to embed the skills and knowledge of the National Curriculum. We purposely plan collaboratively to share staff expertise. Our curriculum is underpinned by four big ideas:



Our Early Years Foundation Stage curriculum is underpinned by the same broad aims and principles as KS1& KS2. However, whereas in KS1 and KS2 we emphasise the importance of individual subject identity, the EYFS curriculum model demonstrates the interwoven nature of the planning, teaching and learning within the Early Years. Whilst we recognise that children's learning within the Early Years lays the foundation for future subject specific learning, children learn best from a thematic approach to teaching and learning at the early stages of their education. Opportunities to independently practise and apply learning are always provided across the curriculum and within the environment. Each area of learning provides children with core knowledge and experiences that can later be developed into subject specific study in KS1/2.

EYFS Subject Alignment	
Areas of learning in the Early Years Foundation Stage	Subjects taught in KS1 & KS2
Communication & language Literacy	English Modern Foreign Languages (French)
Mathematics	Mathematics
Understanding the world	Science R.E History Geography Computing
Expressive arts and design	Art & Design Music Design & Technology
Physical development	Physical Education (Inc swimming)
Personal, social and emotional development	Personal, social & health education (PSHE)



Building connections in knowledge

At Holly Primary there is a shared understanding that knowledge does not sit as isolated information in pupils' minds; knowledge is connected in webs therefore teachers build connections between new learning and what children already know. We understand that learning is generative; the more children know, the greater aptitude for new learning. Therefore, our curriculum builds a broad knowledge base within each year which always informs the next stage of learning.

Our curriculum is taught through overarching themes to utilize the connections through related subjects and concepts. The themes have been designed with clear progression and links so that in subsequent years they will be able to explore concepts deeper, applying their knowledge in different contexts.



Maintaining Subject Identity

Some subjects are less related than others. In these cases, the integrity of the individual subjects is maintained and is taught outside of the overarching theme. Subjects that are often taught outside the overarching theme are: Mathematics, R.E, Computing, MFL (French), Music, P.E and PSHE. Progression in subject specific knowledge is at the forefront of our curriculum design. Individual subject content is progressively mapped out to ensure new knowledge is built on prior learning as well as ensuring progression in each subject across the curriculum.



Curriculum Narrative

The aim of the curriculum narrative approach is for learning to be broken down into small steps which builds progressively in a coherent sequence, in order for children to master intended learning outcomes. We define learning outcomes as the knowledge, skills, attributes, behaviours or attitudes teachers expect learners to have developed by the end of the learning experience.



Curriculum design to improve learning & memory

At Holly Primary School, we aim to take learning at a pace that allows deeper learning, ensuring that no child is left behind as well as providing deepening tasks and richer experiences for children who are exceeding. Crucially, each new unit of learning also incorporates elements from a previous unit. This approach ensures the subject content can be learnt in depth and mastered.

To ensure that learning is retained, we revisit previously taught content by using spaced retrieval. Children revisit previously taught content through low stakes questioning and in the form of 'three thinkers' to recall knowledge from their long term memory.

The Planning Process

Overarching themes

Teachers map out their year by plotting key skills and knowledge from the individual progression documents. As they do this, they begin to consider related material from the subjects which lend themselves to form an overarching theme.

Curriculum Mapping: A long term view

At Holly Primary School, we pride ourselves on providing our children with a rich, broad and balanced curriculum. To ensure each year group provides the breadth of the curriculum, we map our curriculum coverage over the course of the year. Curriculum maps show what element of each subject will be taught at which point in the year. Curriculum maps are available on our website and shared with parents at the beginning of the year.

Medium Term Planning

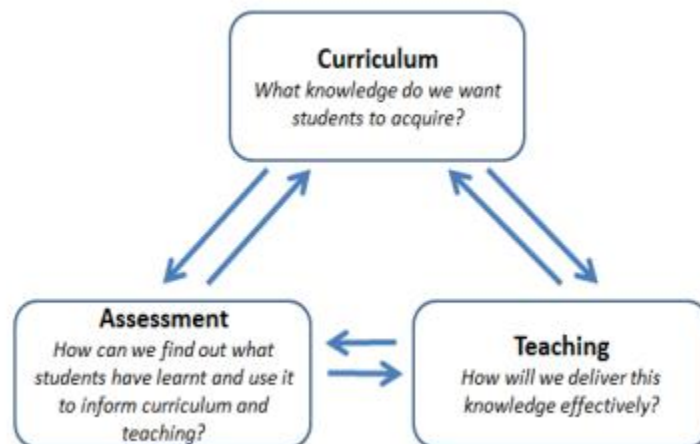
We plan with an overarching theme using key progression documents whilst maintaining individual subject identity. Our themes are often based around a key text, visit or stimulus. The medium term planning document used encompasses sticky knowledge, prior knowledge and the key vocabulary that we would like the children to obtain through the course of the unit.

Short Term Planning

When planning, teachers break down the learning into smaller steps which build progressively in a coherent sequence in order for children to master the intended learning outcomes. Our learning outcomes are defined as the knowledge, skills, attributes, behaviours or attitudes teachers expect learners to have developed by the end of the learning experience.

Assessment

Assessment forms an important part of our approach to teaching and learning at Holly. It is only through assessment that we can find out whether what has happened in the classroom has produced the learning we intended. Curriculum, teaching and assessment are inextricably linked. When all three are aligned, they should facilitate effective learning for all children, irrespective of their starting points. This is illustrated below:



At Holly Primary School, we use standardised testing in Y1-6 to help monitor the progress of pupils in the core areas of the curriculum. Standardised scores allow us to benchmark pupil performance against a national sample of pupils who have taken the same test. In the wider curriculum subjects, we make ongoing assessments after each lesson and use this feedback to inform future lessons. Furthermore, we use low stake quizzes and questions (three thinkers) to review content learnt as part of the wider curriculum or themes. Children's books and pupil discussion also offer insight into the depth of learning that has taken places and whether this has been remembered.

Subject leadership

Our curriculum is constantly evolving and we have recently inducted new subject leaders. Our leadership model promotes work in teams and across our school we work collaboratively to offer support and ensure consistency.

The role of a subject leader is essential to the success and strategic development of our curriculum. They are the driving force behind improving pupil outcomes and experiences within their subject. Subject leaders are provided with regular leadership time to monitor, evaluate and reflect on developments within their subject. At Holly, we encourage opportunities for a professional dialogue where colleagues reflect on their subject knowledge and practice. Subject leaders use a range of coaching skills and techniques to support them in ensuring that there is a powerful cultures of sharing and cascading excellent practice.