



Curriculum Policy

Holmer Lake Primary School

2022 - 2023

Policy- Document Status

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1. Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Holmer Lake Primary School. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others. Our curriculum develops and builds knowledge and skills, so that our children achieve their full potential.

2. Values

Our SMARTER code underpins our day-to-day school life. Pupils are encouraged to follow the SMARTER code to earn SMARTER stickers, achieve Star of the Week certificates, Headteacher Awards, Platinum Rewards and much more! See our behaviour [policy](#) for full details.

At Holmer Lake, we have a shared vision as to what our children are entitled to receive whilst at our school. We want our children to be resilient learners, who understand the value of hard work and the success that this brings. We have created a vision statement which sets out what underpins our curriculum. Staff, parents, pupils and governors have all been consulted upon this statement and we believe it reflects what we provide for our school community.

Our curriculum has three key drivers:

Wellness: How can I be happy, safe and healthy?

World: What is important in our world and how should we look after it?

Work: What are my career aspirations?



We are a school where...

- Learning is a passion for children, staff, governors and parents alike
- Every success is celebrated
- Children are given time to reflect upon and question their ideas, use their initiative and develop independent learning skills enabling them to reach their full potential.
- Embracing risk is encouraged in a stimulating, supportive environment where children are given the confidence to face setbacks with hope and resilience
- All learners, families and cultures - regardless of gender, ethnicity, faith, orientation or disability - are of equal value
- Children feel safe, happy and supported in their learning and are shown how to maintain this including staying safe online
- All children develop the self-confidence and courage to believe that they can and will succeed
- All children experience excellent physical education, school sport and physical activity that will lead to life-long participation
- Dreams and aspirations are harnessed and nurtured
- Children learn the importance of equal opportunities, justice and human rights, and the significance of these principles to citizenship and democracy, preparing them for life in modern Britain and beyond.
- Every child is encouraged to develop, their interest and skills in a wide variety of the Arts including music, drama and visual arts
- Learning is exciting and engaging with memorable experiences leading to life long memories and a quest to discover more
- A love of reading is developed from the very beginning of the learning journey

Everyone in our school plays an important role in supporting children in their next steps. We have high expectations for all children to be the very best they can be.

3. Curriculum Aims

At Holmer Lake Primary School, we feel passionate about **learning at every level**. Every child, who attends our school, is given every **opportunity to succeed** and pupil progress and achievement is at the heart of our curriculum.

Our curriculum drivers are interwoven into our wider curriculum through:

- whole school events and celebrations;
- assemblies;
- charity and community days;
- a range of intervention programmes



Our curriculum is carefully sequenced towards building knowledge so that children know more and remember more, supporting future learning and employment.

All foundation subjects are underpinned by **golden threads**, these are **key knowledge concepts** which our pupils will first encounter in EYFS and then re-visit in KS1, lower KS2 and upper KS2. This will enable children to **make links with previous learning**, whilst over time, **build their subject knowledge** with **increasing complexity** and retain it in their **long-term memory**.

Reading and language development is at the heart of our curriculum. We aim to instil **a love of reading** in all our children. We believe that a **secure knowledge and understanding of the English language** is crucial to a high-quality education and will equip our children with the tools they need to participate fully as a member of society.

Across all key stages, sequences of lessons contribute effectively to delivering the curriculum intent. Our children are taught to understand that learning is a **lifelong skill**; one that makes a difference to their lives now and in the future. Ensuring that our children are **active and engaged** in their learning, enables them to achieve their **highest potential**, not only in academic work but also as artists, sportsmen and women, scientists, writers, orators, decision makers, creative thinkers and responsible citizens.

Through the **promotion of British Values and diversity** within our curriculum, we aim for our children to be **tolerant and responsible** individuals, who are **resilient, independent and resourceful**. We set **high expectations** for achievement in that our children will leave Holmer Lake as model British citizens, reaching age-related expectations, identifying their aspirations for the future and being **'secondary school ready'**.

The aims of our school curriculum are:

- For our children to be academically and physically prepared for the next phase of their education, in Britain and the world;
- For our children to be taught age-appropriate objectives to support them in achieving age-related expectations. If they are not working at this level, they are well supported to ensure they are making progress from their starting point;
- To enable our children to recall knowledge across all areas of the curriculum;
- To promote a love of reading;
- To support our children to read fluently and have sound comprehension skill;
- To help our children to be fully rounded characters with a clear understanding of complex values like equality, friendship, trust, and tolerance;
- To help children develop the self-confidence and courage to believe that they can and will succeed;
- For children to be motivated by a strong personal sense of morality so they make decisions for the right reasons and in the best interests of their community;
- To allow children to reflect on their learning and identify their next steps;
- To help children demonstrate resilience and the ability to persevere when they encounter a challenge;
- To support our children to know ways to keep themselves safe and know channels to follow if they need help and support;
- To nurture and harness dreams and aspirations;
- To teach children the importance of equal opportunities, justice and human rights, and the significance of these principles to citizenship and democracy, preparing them for life in modern Britain and beyond;
- To encourage every child to develop their interest and skills in a wide variety of the Arts including music, drama and visual arts;
- To ensure children experience excellent physical education, school sport and physical activity that will lead to life-long participation;
- To provide exciting and engaging memorable experiences that will lead to lifelong learning.

4. Curriculum Implementation

Our **vibrant** and **rich** curriculum consists of planned **experiences in school and out**: carefully sequenced lessons, topic days, outdoor learning, school council, assemblies, clubs, sports, trips and visits, workshops, residential visits, fund raising, and community work. Outcomes are designed to meet the requirements of the National Curriculum but also to **develop the knowledge and attributes needed for future learning and beyond**.

In order to ensure that **progression and balance** is maintained in mixed year group and non-mixed classes, we follow a two-year curriculum cycle and have clear, **planning overviews** for every subject which indicate how we ensure complete coverage of the National Curriculum. These planning documents are succinct and indicate how **learning is built on prior knowledge and paves the way for future learning**, through the carefully considered teaching of key concepts (our golden threads). In addition to these overview documents, intent documents guide teachers in

their planning with clearly identified ‘**end points**’ for each subject. These documents show how knowledge, key concepts and vocabulary are progressive and developed over time.

A continuous peer coaching approach, using Rosenshine's Principles of Instruction as a base, supports teachers in creating learning environments in which all children are focussed on learning. Children are encouraged to engage in discussions that agree with, build on or challenge each other's ideas. Teachers present and model new information clearly, with a focus on understanding any new vocabulary and provide appropriate scaffolds to allow all learners to access the lesson and achieve the identified end points. Checking for understanding using key questions allows teachers to identify misconceptions accurately and provide clear, direct feedback.

Our reading curriculum is designed to support and add depth of knowledge across all foundation subjects. Teachers support children to use books to research and gather new knowledge to broaden their learning across all subjects. All pupils are exposed daily to a variety of quality books and shorter texts that are both fiction and non-fiction.

5. Curriculum Monitoring and Review

Evaluation is essential for the planning and development of the curriculum. The Senior Leadership Team is responsible for the overall school curriculum. Senior leaders, middle leaders and subject leaders monitor and review by:

- moderating pupil work
- conducting learning walks and pupil voice
- providing CPD and training
- supporting colleagues
- identifying next steps for improvement

Our governing body is responsible for monitoring the way the school curriculum is implemented. Delegated governors for specific subjects liaise with the subject leader to monitor their identified actions and impact of these on the quality of learning, teaching and provision in the subject. Termly committee meetings take place so that governors can monitor and review the school curriculum.

6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

7. Roles and Responsibilities

7.1 The Governing Body

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND);
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum;
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

7.2 The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body;
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing body is advised on whole-school targets in order to make informed decisions;

- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

7.3 Subject Leaders

All subject leaders work hard to provide a broad and balanced curriculum which is inclusive and meets the needs of all learners including those with special educational needs.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

At Holmer Lake, subject leaders are provided with release 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. They review the way the subject is taught in the school and plan for improvement. This action planning links to the objectives on the whole-school development plan. Each subject leader provides clear, **planning overviews** which indicate how we ensure complete coverage of the National Curriculum. These planning documents are succinct and indicate how **learning is built on prior knowledge and paves the way for future learning**, through the carefully considered teaching of key concepts (our golden threads). In addition to these overview documents, subject leaders are responsible for implementation documents that guide teachers in their planning with clearly identified '**end points**' for their subject. These documents show how knowledge, key concepts and vocabulary are progressive and developed over time. The core subjects of Reading, Writing, Maths and Science are led by middle leaders with a TLR.