



# Hollywell Primary School

## Curriculum Policy

### 2024-26

At Hollywell Primary School, our curriculum is based on the National Curriculum for Key Stages 1 & 2 and the Early Years framework in Reception. Our rigorous, well-planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

#### **Introduction**

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities and enrichment that the school organises in order to enhance the experiences of our children. It 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, whilst developing knowledge, skills and good attitudes to learning, in order that they achieve their true potential.

#### **Curriculum Intent**

Our curriculum has been designed to inspire by providing an enriching and challenging range of experiences which extend opportunity, develop independence and inspire children through the world in which they live. We aim to build resilience and encourage a positive mind-set amongst our children as it is often through mistakes, we learn the most.

We believe that to do this, our curriculum should develop skills and knowledge; it should, produce adventurers, creators, well-balanced individuals and, above all, it should help our children to understand what it means to be a global citizen.

We also believe that children learn through first-hand experiences and so we plan curriculum enrichment activities through our GROWTH enrichment and through a planned sequence of educational visits, visitors into school and a wealth of wider curriculum activities to develop a deep love of learning.

#### **Curriculum Rationale**

Our curriculum map has been produced following careful consideration of where to position the experiences, skills, and knowledge we believe our children need, in order to be successful on their learning journeys. Our curriculum is designed to sequence knowledge and a progressive development of skills. Inspiration is our central curriculum driver but alongside this we have selected three main concepts which thread throughout our curriculum and build the children's knowledge base over time. These are:

**Evolution - the gradual development of something over time**

**Environmental - the natural world, human impact on the planet and promoting its protection**

**Legacies - Learning from the past and how it impacts on the present**

Throughout school we use a connected learning approach, identifying key concepts that are drawn out to allow different areas of the curriculum to be threaded together. Each sequence is carefully thought through to maximise links between subjects and thus maintain the integrity of our curriculum coverage, continuity of skills development

and the rich and varied experiences we expect to provide for all pupils. Although teaching and learning is still themeled, each subject's learning journey is carefully planned from the EYFS up to Year 6 and has a progression map to show this overview clearly. However, some areas of the curriculum, such as RE, may continue to be taught discretely.

Each sequence is planned over three terms, dedicating a whole term to each of the concepts (Evolution, Environmental, Legacies). Working in this manner allows us to explore areas of the curriculum in greater depth as the children's knowledge base increases alongside the development of their skills.

### **Core Skills**

At Hollywell we value the acquisition of core skills as we see these as the scaffolding for all learning. These skills are vital for enabling all pupils to access the whole curriculum and to enhance future economic and social wellbeing.

### **Reading**

Reading is given a high priority in our curriculum, as it is the ability to read and understand which opens up learning for children. Quality texts are woven into our curriculum design as is vocabulary acquisition as we believe the development of children's vocabulary is a vital tool in learning and understanding the full curriculum. Alongside this we aim to foster a 'love' of reading through daily reading for pleasure sessions.

### **GROWTH**

Our GROWTH values underpin everything we do at Hollywell. Our GROWTH values are:

- Growing
- Resilience
- Open-Minded
- Wonder
- Teamwork
- Happiness

These key attributes and skills are developed overtime and opportunities to develop and embed these are built into the curriculum design. We also offer weekly GROWTH enrichment sessions across school to encourage the children to apply their skills and knowledge beyond the classroom.

### **Organisation and Planning**

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (for more details please refer to the separate subject policies).

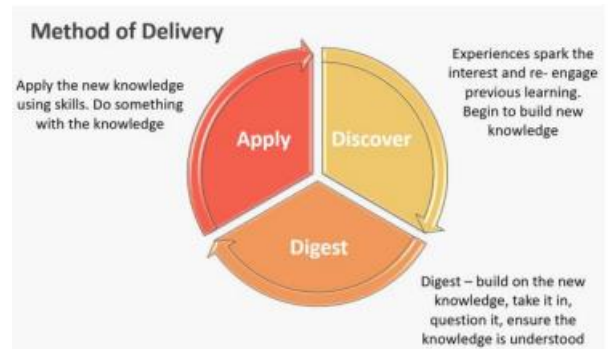
Separate curriculum statements and policies are in place for English, Maths, Science, PE, Music, History, Geography, RE, Computing, PSHE, RSE, MFL (Spanish) Art, Design & Technology, EYFS.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plans and progression maps from which the teachers produce medium term plans and, in theme areas, 'Knowledge Organisers' to identify key concepts, knowledge and vocabulary to be taught in a specific subject unit. The more detailed short-term planning will focus on the teaching and learning processes and styles.

Teachers follow a clear planning structure for our theme-led curriculum. A yearly overview is produced to map coverage. Hollywell has its own 'Roadmap' which clearly shows how each theme area connects and builds on the knowledge and skills gained on a child's learning journey from EYFS-Y6. Progression documents in each individual subject, map clear progression and 'building up' of learning/knowledge.

## Method of Delivery

Our aim is to make children's learning 'stick'. Leaders and teachers keep up to date with educational developments and this is discussed and disseminated to all staff in training sessions. The model below shows the method of delivery we focus on to help children learn new knowledge and concepts. This is underpinned by regular retrieval practice.



*'Our brains work best when information comes in more than one format – mix it up to make learning stick.'*

*(Mark Enser)*

Information Technology is used as a tool to engage, motivate and personalise learning, in addition to the teaching and learning of computer knowledge and skills.

## Learning Environment

Our learning environments are used as teaching tools. As a school, we keep them organised and for the most part make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. Displays around school are also used to showcase, value and celebrate children's achievements and great work. The aim of them is to promote children's self-esteem and recognise good learning.

## Assessment, Recording, Monitoring and Evaluation

Short- and medium-term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning. At the end of a themed unit of learning the children complete a 'POP' task (proof of progress). This enables the teacher to look at what the children have learnt, retained and can now apply. These usually have a connected learning focus.

By the end of year 6 we want our children to be well-educated young people who are...



**Impact**

The impact of the curriculum of Hollywell will be that our children have a wide range of skills and knowledge which will enable them to achieve their goals, become successful, and be educated global citizens. This curriculum policy reflects the consensus of the whole teaching staff and has the full agreement of the Governing Body.

**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 SEN
- Pupils with English as an additional language (EAL)

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

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 SEN policy and information report.

Reviewed: May 2024

Next Review: May 2026