

Curriculum Policy



Signed: T. McNamara (Headteacher) Date: November 2021

Signed: M. Williams (Chair of Governors) Date: November 2021

Date of next review: November 2022

Mission Statement

Loved

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

Valued

We value everyone - everyone is important; pupils, staff, parents, governors and members of the community—no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people

Contents

1. Curriculum aims.....	3
2. Legislation and guidance.....	5
3. Roles and responsibilities.....	5
4. Organisation and planning.....	6
5. Inclusion.....	7
6. Monitoring arrangements.....	8
7. Links with other policies.....	8

1. Curriculum aims

Our curriculum aims to:

- › Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support pupils' spiritual, moral, social and cultural development. This includes developing our pupils' knowledge and understanding of Catholic and British values.
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Have a high academic ambition for all pupils
- › Equip pupils with the knowledge and cultural capital they need to succeed in life
- › Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

Holy Cross is a school where all are valued as a child of God, where everyone is enabled to mature towards their full growth in Christ and achieve their potential. Our Curriculum is based on our school Motto of *Loved, Valued, Challenged* and is rooted in Luke's Gospel values, British Values, Catholic Social Teaching principles, is knowledge rich and ambitious for all our learners. Our new curriculum follows seven themes that allow our children to develop deeper knowledge and understanding of the curriculum themes as they progress through each year group.

At Holy Cross Primary CVA, we aim to offer a knowledge-rich curriculum which is broad and balanced and ambitious. Our curriculum will build on the knowledge and understanding of all children, whatever their starting points, as they progress through each Key Stage linked to Luke's "Gospel Values" of Compassion, Gentleness, Justice, Integrity, Simplicity, Humility, Preferential option for the lost and least, Love, Forgiveness and Hope and to the principles of Catholic Social Teaching. The following documents have been used to support the design of the curriculum and to ensure we are delivering a 'Curriculum Inspired by Christ'.

Curriculum Intent

Holy Cross Primary CVA follows the National Curriculum. It is an ambitious curriculum programme which challenges pupils to know and remember more from EYFS to Year 6. It is carefully planned and sequenced so that pupils' knowledge and understanding build cumulatively. Links are made between subjects for example, we have introduced a whole school Reading Spine to show how quality texts are selected because they relate to different subject areas.

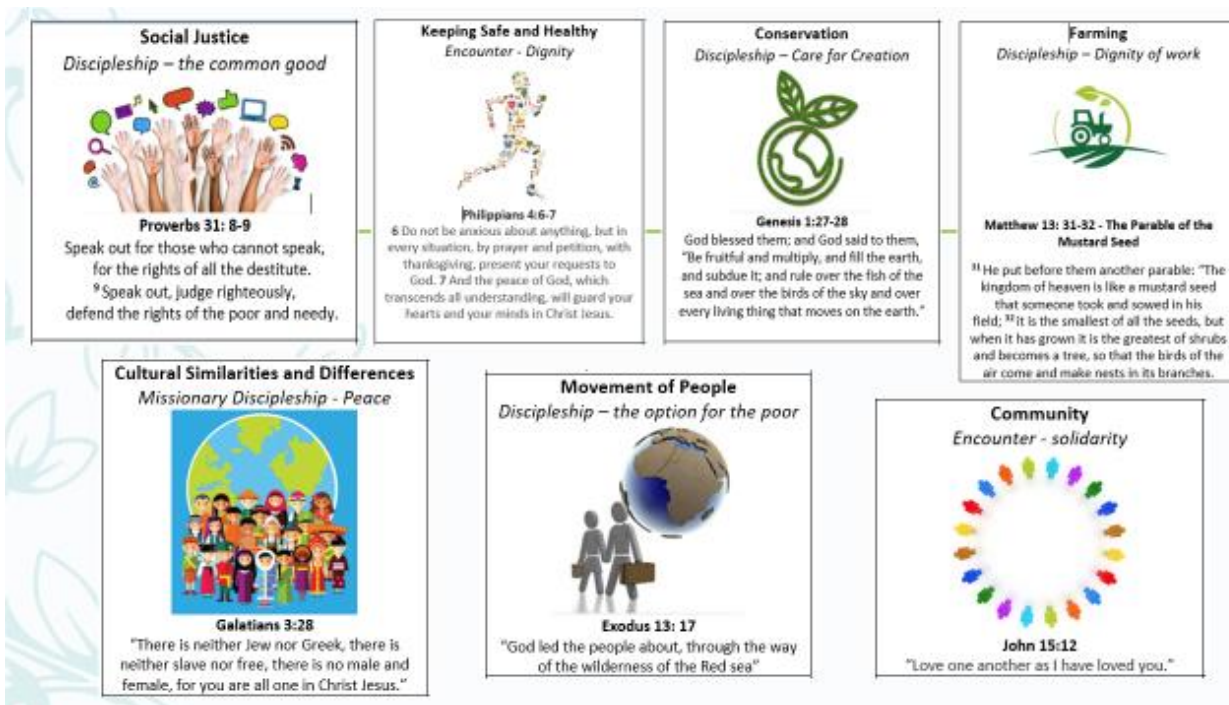
All subject leaders have carefully thought through and planned so that pupils know and remember more by the time they leave each key stage. For example, in science each subject is broken down in to Biology, Physics and Chemistry so that pupils know and think like a biologist etc. In Music we follow the Charanga scheme of work which has progression documents for each year group. Knowledge and skills are built up over time covering singing and performances. We also have a wide coverage of music tuition including clarinet, piano, drums, guitar and violin. Our Year 3 and 4 children also have weekly singing lessons that are led by the Director for Music from Nottingham Cathedral. This enhances our children's Catholic Life, as well as the music curriculum coverage.

The school follows the Sounds-Write Phonics scheme. This was introduced in September 2020 and all key staff who teach phonics and phonic intervention groups, have received high quality phonics CPD led by Sounds-Write trainers.

Curriculum Themes

The Curriculum follows seven themes that include **key** concepts in different subject areas that are re-visited and are built upon as children progress through the school. These include:

- **Social Justice**
- **Community**
- **Keeping Safe and Healthy**
- **Conservation**
- **Movement of People**
- **Cultural Similarities and Differences**
- **Farming**



We want to empower children with the knowledge they are entitled to: knowledge that will nourish both them and the society of which they are members through providing opportunities throughout the curriculum which will enable children to accumulate cultural capital. This means that at Holy Cross, we want our pupils to gain essential knowledge to prepare them to be educated citizens who experience future success. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The intent of our curriculum is for pupils to have the requisite knowledge to be successful, independent and confident learners in readiness for their next stage of education. In short, **we want children to remember what we have taught them**. Through the cohesion of carefully chosen quality texts, pupils enjoy a curriculum which is rich in language, inclusive, diverse and broad in subject knowledge, providing core skills for academic success. Throughout our curriculum, we place great importance on the emotional well-being of all of our children and staff through a strong focus on PSHE, RSE, character education, emotional literacy and mental health.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The Local Governing Body (LGB)

The Local Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The LGB will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum

3.2 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 board
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The LGB is fully informed about decision-making processes that relate to the breadth and balance of the curriculum
- › The LGB 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

3.3 Curriculum Subject Leaders

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- › Subject Leaders will regularly review their individual curriculum subject policy annually.
- › Subject Leaders will monitor the implementation of their subject policy and provide feedback to staff in relation to strengths and areas to develop within their subject area.
- › Subject Leaders will complete their subject action plan and review and update this annually.
- › Subject Leaders will meet with their subject link Governor either once or twice annually to update the link governor on the evaluations from the monitoring and updated subject action plan.

- › Subject Leaders will organise and lead CPD for all staff, as required, for their subject area.
- › Subject Leaders will complete an annual audit of resources for their subject area.
- › Subject Leaders will update annually their subject SEF to evaluate their Leadership and Management and Quality of Education within their subject area.
- › Subject Leaders will liaise with the Headteacher to discuss what the allocated budget requirements are for their subject annually.
- › Subject Leaders will update and maintain their subject leader folder and include all the relevant subject documentation.

4. Organisation and planning

Implementation

The curriculum is underpinned by the school's 'Positive Learning Behaviours' (Motivation, Resilience, Curiosity, Independence, Perseverance and Self-belief) and these are taught on their own and through other areas of the curriculum, including assemblies and Acts of Collective Worship. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum themes. We provide opportunities within and beyond the school day for children to participate in a wide range of competitive and non-competitive sporting and physical activities and a variety of creative arts and computing experiences.

The English curriculum and the Mathematics curriculum are supported through a framework developed by staff in school. Holy Cross predominately use the White Rose Maths small steps scheme of work as a framework to guide planning. In English, teachers use a range of resources including the Literacy Shed and VIPERS for guiding English planning. These subjects are taught throughout the school following the mastery approach and a focus on quality texts. In all year groups there are small group interventions in order to support pupils in gaining the key knowledge to become successful readers, writers and mathematicians. Specialist teachers and instructors support high quality Music, Physical Education and Forest school provision within school. All subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Theme weeks, whole school activities and opportunities within and outside school all enrich and develop the children's learning. After school clubs and events extend these opportunities further. Our locality is considered in curriculum planning by building on children's real life experiences. We make use of real life contexts in a variety of subject areas. The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. It is our aim to develop the school grounds so they can enrich different curriculum areas, particularly Forest and Eco School provision and outdoor Collective Worship.

Curriculum leaders are supported through relevant CPD both in school and from the Our Lady of Lourdes Trust. Teachers with less experience are supported by other subject leaders and senior leaders in school. Discussions with subject/curriculum leaders confirms that most subject leaders have planning in place that enables all teachers to access the curriculum which is carefully sequenced for each subject area.

Subject leaders have arranged the content of their subject so that they support pupils to understand key concepts. This is evidenced in subject medium term plans, as well as year group long term overviews and class medium term plans. This has also been evidenced in book scrutiny and pupil voice over time, as they show links between topics and with previous learning. For example, In the final term of Year 3, pupils learned about the Rainforest. Then in the first term of Year 4, the pupil's quality text is Journey to the River Sea, which will revisit learning from the Year 3 Rainforest topic.

There is on-going assessment within class which ensures pupils have a deep understanding of the subject content and that misconceptions are addressed quickly. This includes the use of quiz quizzes, show me boards and retrieval activities. There is additional formative and summative assessment used across the school including STAR assessment in Maths and Reading to allow teachers in KS2 to track children's progress in these curriculum areas. We also use Comparative Judgement to assess children's writing. Pupils complete pre and post assessments in Maths to allow teachers to track progress pupils are making within each area of Maths.

Observations of and interviews with pupils indicate that pupils are following the curriculum and knowing and remembering more. For example, there are retrieval practice activities across a range of subjects that includes flashback 4, mini quizzes and use of knowledge organisers. There is also use of pre and post assessment to indicate how well pupils know and remember more. The retrieval from pupils is also shown in the depth and breadth of topic work, which shows a deeper understanding of topics developing. For example, in Art and Design we are currently re-structuring this area of the curriculum to allow pupils the opportunity to study artists more in-depth and build on their prior knowledge of artists that develop pupils' cultural capital within the history of Art and Design.

During lockdowns, the school will continue to deliver lessons remotely using Microsoft Teams for Key Stage Two and pupil portfolios on Class Dojo for Reception and Key Stage One pupils. Further information about our remote learning protocols can be found at: <https://www.holycrossschoolhucknall.com/remote-learning-information/>

Schemes of work are discussed with all staff at the end of each term. Curriculum leaders use surveys to gain information about the sequenced plans and are then given time to review sequences to ensure that pupils' knowledge builds over time. Subject Leaders meet with their link governor and discuss the strengths and areas for development within their subject area.

The curriculum is adapted to meet the needs of children with SEND and is aimed at being as inclusive as possible so that all pupils feel engaged and supported to access the learning in a way that meets their individual needs. Children are encouraged to become independent learners by making it clear what their next steps are and how they can achieve them. Teachers use b squared targets to track how well pupils with SEND know and remember more.

Teachers make excellent use of visits to local and regional areas of interest that enhance pupils' knowledge and understanding of learning within a unit of work. We also welcome visitors in to school and offer after school clubs that provide enrichment and immersion in the subjects taught.

(see overview of school trips and after school clubs)

We have incorporated learning linked to BAME individuals and achievements throughout our whole curriculum and quality texts included within the Reading spine. This ensures the school curriculum promotes diversity and equality for all.

*See our **EYFS policy** for information on how our Early Years curriculum is delivered.*

5. 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 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 SEND policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- › Programmes of Study
- › School visits
- › After school clubs
- › Workshops led by external specialists
- › Links with the secondary school – Christ the King

Subject Leaders monitor the way their subject is taught throughout the school by:

- › Planning scrutinies
- › Learning walks
- › Book scrutinies
- › Pupil voice

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Headteacher and approved by the Local Governing Body. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- › EYFS policy
- › Assessment policy
- › SEND policy and information report
- › Equality information and objectives
- › Pupil premium
- › Individual Subject Policies