

Curriculum Policy



Hollyfast Primary School

Written: March 2023
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AIM high, GROW within and REACH beyond the stars

Who We Are, Why We Are Here And How We Live- Our School Vision



In our school our vision shapes all we do:

Vision

Our vision is to be an excellent school that empowers children to ***dream big, aim high*** and ***push limits***, in order to achieve and attain their very best, all of the time. Every child at Hollyfast will be ***valued and nurtured***, feeling a strong sense of ***belonging***- within their class, year group, school and wider community. Rooted in ***kindness*** and ***respect***, this sense of belonging will nurture the children into confident, outward- facing citizens, who ***value personal growth as much as academic achievement***, enabling them to ***flourish***, both today and in the future.

Mission

Our mission as a school is to provide an ***excellent*** education to ***every*** child, in ***every*** classroom, ***every*** day, whilst maintaining high quality pastoral care. ***Excellent teaching and leadership*** will be a part of ***every day life*** at Hollyfast, underpinned by ***collaborative, respectful*** working and learning relationships by all. As a result, all children will leave our school happy and driven to become the very best version of themselves.

Motto

To fulfil our mission as a whole school community, we strive to live out the vision through our child-friendly motto of:



...intertwined with our school values of:



Introduction to our curriculum- The Hollyfast Approach

Hollyfast is a bustling 3-form entry school in Coventry with an engaging and purposeful curriculum. This curriculum is knowledge-rich and enables children to acquire and master a broad range of skills- disciplinary and procedural- inspiring true academic brilliance. By embracing the role that Hollyfast plays within the wider community fostering positive partnerships with parents in and beyond the walls of the school - the school ensures children can aim high, grow within and reach beyond the stars.

We believe that all our children have the right, through the National Curriculum, to a high- quality education with a broad and balanced knowledge-rich curriculum. We are committed to giving all of our children every opportunity to achieve the highest of standards (*see our Special Educational Needs policy which details how we will work together to ensure that the curriculum we provide will meet the needs of all pupils and enable their families to work with us to support learning and development.*) Each child is inspired, through our school values, to strive for excellence- academically and pastorally. Our values remain at our core.

Our Curriculum Vision

Through a wide body of knowledge and skills, carefully mapped out and re-visited over time, and with our school values at the heart of all learning, our curriculum will excite, engage and inspire pupils to flourish– both academically and personally- throughout our curriculum, within their school life and beyond.

Our Curriculum Aims

It is our aim that by the time the children leave Hollyfast Primary Academy to embark on the next stage of their education, they are equipped with the academic skills and knowledge, and have developed the personal attributes needed to enable them to become successful citizens of the future.

Our curriculum is planned and sequenced so that new knowledge and skills build on what has come before. The academic learning is underpinned by a strong emphasis on personal development and social skills so that children make and maintain healthy relationships with others. They learn responsibility and develop a sense of self so that they understand and value their place in the world and respect the same for others.

The curriculum at Hollyfast Primary school's main aim is to provide a wide range of learning opportunities and experiences. It is our desire that children and their families value their learning and seize all and make use of any opportunity wholeheartedly, therefore we aim to ensure the offer to learn is strong in every classroom. Our curriculum is designed to provide opportunities for challenge and through a range of enrichment opportunities, we develop and facilitate children as leaders as well as learners.

Our Curriculum Key Drivers

Our 6 school values are at the heart of all aspects of school life, including the curriculum. Children will develop, embed and apply their understanding of the core values we've developed as a community across all areas of the curriculum. Our core values are:

- Excellence
- Kindness
- Courage

- Respect
- Collaboration
- Perseverance

A constant focus on these values supports our children to aim high, grow within and reach beyond the stars.

How our curriculum is implemented

We offer a full, broad, balanced and ambitious curriculum at Hollyfast. All subjects follow the National Curriculum's end of key stage expectations and programmes of study, alongside statutory and non-statutory Early Years documents.

The following subjects have been designed by the school:

- English- Reading and Writing
- Science
- Art
- History
- Geography

All of these subjects have a clear rationale and long term plan, from Pre-school to Year 6, which the teachers follow to plan sequences of learning. Each routeway shows clear progression in knowledge, skills and vocabulary, within and across year groups.

The following subjects are currently taught following a registered scheme. The schemes below all follow the National Curriculum and associated programmes of study:

- Phonics- ELS (Essential Letters and Sounds). *Our Phonics and Early Reading Leader is a registered trainer for ELS.*
- Maths: White Rose Maths
- Design and Technology: KAPOW
- Music: Charanga
- French: Rigolo
- Computing: Teach Computing
- P.S.H.E: Jigsaw
- R.E.: Coventry and Warwickshire Agreed Syllabus

All subjects are taught discreetly.

How often are lessons taught from Year 1 to Year 6?

- Reading (including Phonics!), Writing and Maths is taught daily.
- Science is taught discreetly for approximately 1 hour and 30 mins each week
- Computing, Music, R.E. and French (KS2 only) is taught discreetly for approximately 45 minutes each week.
- PSHE is taught for approximately 30 minutes each week. RSE is taught in the Summer term.
- Each year group has 2 lessons of P.E. each week.
- Geography and History are taught for approximately 7 hours per term. Geography lessons are taught weekly over a half term before being rotated with History lessons.
- Art and Design and Technology are taught for approximately 7 hours per term. Geography lessons are taught weekly over a half term before being rotated with History lessons.

How is learning captured?

- Learning across the school is captured in a variety of ways.
- In EYFS, each child has their own Mark Making and Maths book. These record children's individual and adult-led learning through photographs, written recordings and children's comments. The class Floor Book contains evidence of the whole class's learning journey capturing 'WOW' and 'Special day' moments along with all areas of the Curriculum. Evidence is collected across the term on a class display board making this record of learning instant, accessible and relevant to the children. At the end of each term this is then collated into a large 'Floor Book'. This is then used as a reference point to previous learning with the children to recall previous learning 'Remember when we learned about...?' Phonics books are completed in line with Phonics expectations.
- For the rest of the school, learning is kinaesthetic as well as outcomes recorded in books. Children have discrete books for the following subjects:
 - *English- Reading and Writing
 - *Maths
 - *Science
 - *RE
 - *Humanities (History and Geography)
 - *Art- Sketch books
 - *Design and Technology
 - *French (KS2 only)
- Whole class curriculum portfolios are used in some year groups as a teaching and learning tool to support children with embedding knowledge within Computing and Music.

Curriculum Enrichment Opportunities

Our school community values purposeful learning and fun 'WOW' moments so we include a variety of enrichment opportunities within and beyond the school day.

Within the school day children have the opportunity to:

- Learn how to play a range of Musical instruments as part of Music lessons
- Receive extra paid music tuition from specialist tutors
- Attend purposeful school visits
- Visit the local church and other places of worship
- Learn with expert visitors

Where possible, children take part in local Sporting and Musical competitions.

After the school day, children have the opportunity to:

- Attend sporting fixtures
- Attend a range of after school clubs- led by internal staff, external providers or experts in the local community.

Our curriculum enrichment actively promotes child leadership. Children have regular opportunities to be a member of child-led teams. See here for more information:

These teams include opportunities for children to work with each other, lead on an area within school and support members of the wider community.

Previous child leadership tasks have included:

- Raising money for a variety of local, national and global charities
- Supporting the community with narrating a Nativity broadcasted on local radio stations
- Planning and leading National Kindness Week, Comic Relief and Children's Mental Health Week
- Researching and implementing wellbeing strategies- e.g. Rest and Return Areas
- Leading House Points and positive praise
- Presenting to new parents on Open Days
- Running singing activities with community groups- e.g. Stay and Play, Playground Ambassadors
- Prefect Ambassadors modelling expectations for other children around school.

Curriculum Overviews

At the start of each term, Curriculum Overviews are created by teachers and sent home with the children. These provide parents and children with an overview of the learning the children will be completing.

Please see our website for further information around subject specific intent and implementation.

Assessment across the curriculum

At Hollyfast, through our marking and feedback, teachers use on-going assessment for learning to identify strengths and next steps in knowledge and learning, resulting in rapid progress and increased attainment.

In addition to this, members of the Senior Leadership team complete a range of monitoring and evaluation activities to assess children's attainment and progress across the wider curriculum. These include:

- Looking at books with the children
- Dropping into lessons
- Child-led discussions
- Rigorous data analysis termly
- Progress pit-stops half termly with teachers- looking at books and speaking with children

We also have a range of summative assessment tools across the curriculum. Please look at the subject information on our website for more information regarding this.