



Holyoakes Field First School

Curriculum Policy Statement

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Context

Holyoakes Field First School is a welcoming, forward looking and inclusive school. Our pupils are at the heart of everything we do. Children, staff, parents, carers and governors share enormous pride in our school. The opportunities offered inspire our children to come to school each day; motivated, enthusiastic and ready to learn. Our core values of *respect, freedom, responsibility, honesty, courage and hope* underpin our curriculum. Our motto of being a 'Happy, Friendly, Fun and Safe' environment for children, families and staff is indicative of the school's positive culture and ethos.

Prior to re-locating to Brockhill, Holyoakes Field First School served the community in and around Bridge Street for over 100 years. Originally, the school consisted of three separate schools; Bridge Street Infants School, Bridge Street Girls School and Bridge Street Boys School. This provides the school with a rich and interesting local history, enabling pupils to consider the impact of national events such as WW2 or the late Queen's coronation on the school community. The move to a brand-new purpose-built school provides fantastic opportunities to extend the breadth and quality of our curriculum even further.

Curriculum Vision

At Holyoakes, our vision simply is to **'empower'** our pupils so that they acquire the necessary knowledge, skills and dispositions needed to realise and fulfil their potential. Our curriculum is designed to enthuse and inspire our pupils and instil a real passion for learning that will enable them to succeed in education and life. Our curriculum aims to provide the very best foundations for all our children and do so in a way that takes account of their different and sometimes individual interests and needs. The principles of equality and equity are at the heart of our ethos and philosophy and inform our policies and practice.

Definition

The school curriculum comprises all learning and experiences that we plan for our pupils within and beyond the school day. The National Curriculum (2014) forms one part of our school curriculum; we endeavour to use the capacity and scope within the school timetable to enhance our curricular provision in order to develop an ambitious, relevant and engaging school curriculum that aligns with our vision for our pupils. The curriculum is the critical tool with which we can promote 'cultural capital' and embed a life-long love of learning.

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](#).

Roles and Responsibilities

The local governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- 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
- Effective provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

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
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body 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
- Effective provision is in place for pupils with different abilities and needs, including children with SEN

Teaching Staff

All teaching staff (teachers and teaching assistants) will ensure that the school curriculum is implemented in accordance with this policy. Subject leaders have a specific responsibility to ensure that the planned curriculum enables pupils to



develop key skills, knowledge and subject specific vocabulary in the broad range of subjects offered.

Inclusion

Teachers have high expectations for all pupils. They use formative 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.

Organisation and planning- Curriculum Intent, Implementation and Impact

Intent

In order to ensure that learning is meaningful and relevant, the connections we make between subjects, skills and knowledge are critical. Our school curriculum will stem from three key themes: 'Me, Myself and I', 'Once upon a time' and 'My world and yours'. These will provide each phase and year group with a common starting point from which to develop mini themes and sequences of learning that build upon previous knowledge, experience and learning.

Our starting point at the beginning of every year (**Me, myself and I**) is to provide a curriculum that enables each pupil to develop a strong sense of self and belonging in the world. This is fundamentally important if we are going to achieve our collective ambition and vision of empowering young minds to become great minds. By this we mean that we want every child to leave school with a strong sense of agency, self- belief and the essential skills and knowledge they will need to navigate through their future lives. This is more important than ever given the rapidly evolving world our pupils are growing up in. Pupils need to recognise and understand their emotions and feelings and learn how to self -regulate.

Pupils will begin to explore that which is pertinent to them as individuals. They will consider what is important in their day to day lives. Developing a strong sense of self and exploring questions around the theme of identity will help



pupils secure a sense of belonging to smaller and larger communities such as the family and school. The values of **respect** (admire, value, appreciate) and **freedom** (making choices, being independent, liberty and autonomy) are explored throughout this term at an age appropriate level. This theme will continue to be built upon throughout the year.

During the spring term, the rationale behind the theme of '**Once upon a time...**' is to encourage pupils to step away from a focus on 'self' to that of 'others'. This is explored through fantasy as well as historical and cultural contexts so that pupils begin to see what can be learnt from others. By learning about the contribution of courageous and inspirational individuals to the world of science, medicine, exploration and invention; we hope to spur on the imagination and ambition of our young people and help them to develop the courage to 'think big'. They will consider important 'moral' dilemmas and develop their 'ethical intelligence' through the values of **responsibility** and **honesty**.

In the summer term our curriculum centres around the concepts of globalisation and sustainability. The theme of '**My world and yours**' will enable pupils to examine their place and role in the world both now and in the future. They will continue to expand their knowledge of 'their' world as they explore the many wonders of the world and its inhabitants. In addition, we will begin to introduce pupils to the complexities and challenges that the future may hold. The values of '**courage**' and '**hope**' will help pupils to seek solutions and appreciate the role they can and should play in their communities now and those that they will go on to be a part of in their adult lives.

The successful delivery of our curriculum is only possible if we foster and nurture an environment and ethos which values and recognises the importance of the emotional, physical, academic, social, moral, spiritual and cultural development of young children. We aim to ensure that we offer every child a broad and balanced curriculum which is iterative and builds upon prior learning. Statutory subjects which are defined by the National Curriculum 2014 will form the basis of our curriculum which will be extended and developed in line with our pupils needs and interests.

Our curriculum starts in the Early Years Foundation Stage (EYFS) when pupils attend Nursery and Reception classes. Curriculum subject leaders carefully identify the early building blocks (knowledge, skills and experiences) that provide pupils with the essential starting points upon which they then go on to develop their knowledge of subjects within the National Curriculum as they enter Key Stage 1.

The school's curriculum is mapped out to include coverage of the EYFS curriculum and the National Curriculum. It is designed to prepare and equip children with the knowledge, skills and understanding for life in modern Britain. It should challenge, engage and motivate our pupils so that they become successful, confident individuals, who make a positive contribution to the community and society - both now and in the future.



Using the National Curriculum as our starting point; we will enrich our provision purposefully with a wider range of experiences and opportunities that will help foster wonder, creativity, independence and a solution focused mindset in our pupils and staff. The curriculum itself will need to evolve and be adapted to meet the changing needs of our pupils and the communities in which they will live. A cycle of curriculum review and improvement will be an essential part of our journey towards excellence.

The extended curriculum is planned according to the needs of our pupils, their families and the community that we serve. It seeks to 'broaden horizons' and build 'cultural capital'; enabling our children to develop an awareness of the wider world and its current issues and to understand and respect diversity and differences. By encouraging participation in the community, exploring local and global issues, we begin to instil a sense of individual responsibility in making the world more sustainable.

Curriculum Aims

- To enable all pupils to make the best possible progress and achieve the highest possible attainment.
- To ensure equal access to learning for all pupils, with genuinely high expectations for every pupil and appropriate levels of challenge and support.
- To provide a broad and balanced education for all pupils that is coherently planned and sequenced, allowing for the cumulative development of knowledge and skills.
- To equip pupils with the necessary communication and language skills including the acquisition of an extensive vocabulary.
- To equip pupils with the knowledge and cultural capital they need to succeed in life.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To teach children about their developing world and how society and the environment has and is changing.
- To develop pupils spiritual, moral, social and cultural development and help pupils understand Britain's cultural heritage and the values our society is based on.
- To provide pupils with opportunities to contribute and make a difference to their local and wider communities.
- To enable children to develop an understanding of and respect for diversity.
- To promote pupils' mental health and well-being and understanding of healthy lifestyles through physical education, relationships and health education.
- To promote creativity through art, dance, music, drama and design technology.
- To enable children to develop their own personal interests.



Implementation

Through our long- and medium-term planning, we ensure that our curriculum provides memorable experiences and opportunities but importantly enables our pupils to learn and develop transferrable skills. The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting sequence of learning for every child with cross curricular links within the topics/themes chosen.

In order to ensure that progression and balance is maintained, detailed curriculum overviews have been created for each year group. These identify clear learning outcomes that pupils are expected to achieve at the end of each year. Teachers will then plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point.

When planning for our core curriculum, we use a variety of planning resources to ensure we can deliver a personalised teaching and learning experience for our pupils. Using prior learning as a starting point for all planning and teaching, we plan learning sequences and lessons that will allow all pupils to build on prior learning and make progress.

The development of language and vocabulary, alongside phonics and early reading is prioritised in order that all pupils can access the curriculum on offer. When planning, teachers identify essential vocabulary that pupils need to acquire or have acquired in order to make progress. Developing fluency and stamina in reading is also prioritised through the use of the Read Write Inc. scheme to teaching phonics and reading. Reading across the curriculum and reading for pleasure is an integral part of our curriculum.

Our approach to teaching writing follows the 'Book Writes' principle of developing teaching sequences around a core 'quality' text to enable pupils to develop their 'writerly knowledge'. This approach follows a three-part structure; learning about the text, practising writing and independent writing. Book selection is based on the quality and richness of language that pupils can enjoy and learn from. Decisions around text selection are also based upon the structure of the text to ensure that it is either one which the children are already familiar with or one that can be easily replicated.

This focus on language and vocabulary is maintained across the curriculum and is an important consideration in mathematics teaching. Teachers make use of the 'ready to progress criteria' to ensure that pupils have a secure basis from which to develop their sense of number and mathematics. The CPA (Concrete, Pictorial, Abstract) model informs planning and teaching to provide pupils with the scaffolding needed to access learning and develop greater mathematical fluency.

The effective implementation of the curriculum rests on high quality inclusive teaching together with continuous whole school processes for assessing,



planning, implementing, monitoring and reviewing pupil progress. Quality first teaching is provided to ensure that accelerated progress is promoted in each lesson. Our Marking and Feedback policy is implemented consistently and provides opportunities for children to reflect on their learning and think deeply and carefully about their feedback.

Pedagogy and Practice

- Staff have high expectations of themselves and of all the children.
- Teachers take account of prior knowledge and experiences and build upon these in a systematic way.
- Clear learning objectives and success criteria are shared with pupils.
- Lessons include good levels of interaction for all children.
- Teachers use effective questioning, modelling and scaffolding.
- Pupils are supported to develop resilience, accept responsibility for their own learning and work independently.
- All staff ensure they use encouragement and praise, so pupils develop excellent learning behaviours.

Impact

Pupils will leave Holyoakes Field First School ready for the next phase of their schooling. The curriculum will have provided them with a range of knowledge, skills and personal dispositions necessary for them to progress and succeed. They will also have an understanding of how to be socially, morally, spiritually and culturally responsible and globally aware; how to make positive contributions to the local area and how to endeavour to be the best that they can be. We aim for all of our children to leave Holyoakes Field as respectful, skilful and ambitious members of the community with the motivation and passion to continue to learn and with a thirst for life and all it has to offer.

Monitoring arrangements

Curriculum planning is monitored by the leadership team and subject leaders to ensure that planning is current and used as a working document. Book looks are also carried out to ensure clear progression is evident in books. This enables SLT to check that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure a broad and balanced curriculum is being delivered. SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

