



Holly Hill
Church School

Curriculum Policy

As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.

Dated Issues: September 2018

Review Date: September 2018

Signed: (Chair Standards Committee)

1. Aims

As a Christian school, based in the traditions of the Methodist Church and the Church of England our vision is to promote 'Life in All its Fullness.' (John 10:10). By this we mean we are committed to all round development and flourishing of all members of our school community. We are passionate about providing meaningful, life-enriching and life-affirming experiences that raise aspirations through education, so that all members of our community are well placed to "use our gifts in accordance with the grace that God has given us" (Romans 12:6) to improve all aspects of life for all in our community.

At Holly Hill Church School our curriculum aims to:

- Provide our children with a broad, well-balanced, challenging education which allows every child to thrive and grow educationally, socially and spiritually.
- Promote a positive attitude towards learning.
- Ensure equal access to learning, with high expectations and appropriate levels of challenge and support for every child.
- Provide effective learning opportunities with considerable emphasis on active involvement; with meaningful opportunities for children to develop language and higher-level thinking skills. Offering our children a wide range of exciting and inspiring opportunities with visits, visitors and hands-on experiences related to real-life contexts, to engage children in their learning.
- Enable our children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. Providing opportunities for children to make meaningful connections across subjects, to challenge their thinking and deepen their learning.
- Explicitly teach the Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. Nourishing our children's spiritual, moral, social and cultural development. Encouraging our children to develop strong aspirations and a desire to make a positive difference in a society faced with continual challenges that require resilience, understanding and a desire for peace.
- Actively promote the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.
- Support children's physical development, responsibility for their own health, and enable them to be active.
- Provide rich opportunities for our children to develop the firm foundations of knowledge, pride and self-belief. Nurturing our children's confidence whilst developing their knowledge, skills, dispositions and values; enabling them to achieve their aspirations and make a positive contribution to their community.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

It also reflects the requirements and aims of the Birmingham Curriculum statement:

https://www.birmingham.gov.uk/downloads/file/1491/birmingham_curriculum_statement

3. Roles and responsibilities

3.1 The 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:

- 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 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

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

3.3 Curriculum Leader

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

- For maintaining the Curriculum policy and reviewing or updating it as necessary.
- Maintaining resources and exemplification materials uploaded in the Learning Locker on FROG (the school's online assessment system).
- Ensuring that teachers and teaching assistants are kept up to date with developments and 'best practice' guidance.
- Delivering and / or arranging training to address identified professional development needs to improve the delivery of the curriculum to further improve standards.
- Monitoring the quality of teaching and learning of the curriculum through work scrutinies, lesson observations, learning walks, drop-ins and planning scrutinies.

3.4 Curriculum Champions

All teachers have a Subject Champion role. The aim of this role is to promote a love of their subject across the school. They work alongside a Senior Leadership Team partner to ensure a whole school approach.

Subject champions are responsible for:

- Visiting other classes/ talking to other teachers to 'magpie' and share good practice in their champion subject.
- Researching and sharing cutting edge developments in education relating to their champion subject.
- Identifying ways to improve practice both in their own classrooms and across the school.
- Contributing to staff meetings to inspire staff in their champion subject.

3.5 Other staff

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

4. Organisation and planning

4.1 Curriculum Organisation

There are two Key Stages:

Early Years Foundation Stage:

Nursery (aged 3/4) two part time classes of 30 children

Reception (aged 4/5 years) two classes of 30 children

Key Stage One:

Year One (aged 5/6 years) two classes of 30 children

Year Two (aged 6/7 years) two classes of 30 children

The curriculum time for each Key Stage is 21 hours and 25 minutes per week. This time excludes registration, Collective Worship, break and lunch.

4.2 Curriculum Coverage

We deliver the curriculum throughout Early Years and Key Stage 1 through a topic based approach, whilst retaining discrete subject teaching.

EYFS	
In Early Years, the subjects are grouped into Prime and Specific Areas of Learning:	
Prime Areas of Learning	Specific Areas of Learning
Personal Social and Emotional Development	Literacy
Communication and Language	Mathematics
Physical Development	Understanding the World
	Expressive Arts and Design

KS1			
In Key Stage 1, subjects are grouped into Core Subjects and Foundation Subjects			
Core Subjects		Foundation Subjects	
Reading	Religious Education	PSHE	Art
English	Physical Education	History	Design Technology
Phonics	Computing	Geography	Music
Mathematics	Science		

The Core subjects are taught daily. The Foundation subjects are taught through topics with the exception of Religious Education, Science, Computing and Physical Education, that are also taught discretely.

In Key Stage One we follow National Curriculum guidelines; full details can be found at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335133/PRI_MARY_national_curriculum_220714.pdf.

For our Nursery and Reception we follow the EYFS Curriculum guidelines available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf

4.3 Curriculum Approach

Reading is at the heart of our curriculum. Our children are taught the Core and Foundation Subjects through topics. Each topic is linked to a book or series of books that are used to inspire children's learning whilst promoting children's love of reading. The topics are outlined below.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	You- Me-Us	This Little Light of Mine	We are going on a Bear Hunt	Handa's Hen	Once Upon a Time	Happily Ever After
Reception	Traditional Tales	Celebrations and Festivals	Fantasy and Adventure		Our Amazing World	
Year One	Abracadabra	Celebrations and Festivals	Toys	Dinosaurs	Up, Up and Away	Under the Sea
Year Two	Pirates	Celebrations and Festivals	Traditional Tales	Extreme Environments		Houses and Homes

Our teachers plan lessons that are inspired by the books at the heart of our curriculum. They plan lessons linked to these topics, to provide meaningful opportunities for children to learn, apply and further develop, their knowledge, skills and dispositions in the Core and Foundation subjects.

Core subjects are taught regularly, so that children develop skills and knowledge across the week, term and year. Foundation subjects may be taught as blocks over a week, or over a number of weeks. Topics may have a single-subject bias or may link different subjects or aspects of the curriculum together. Each subject is allocated a sufficient amount of teaching time from the total time available to ensure that there is full curriculum coverage.

Holly Hill has a spiral curriculum which provides opportunities for our children to revisit learning to consolidate and deepen their knowledge and skills.

Our curriculum maps and timetables for EYFS and KS1 can be found on the school website.

Our topics are regularly reviewed and adapted to respond to the learning needs of our children. We plan topics that will engage our children, so that they are excited, motivated and inspired to learn. Senior Leaders and teachers analyse half-termly and annual summative assessment data as part of their monitoring and evaluation of the effectiveness of the curriculum. Action is

taken to identify and implement changes to our curriculum, to address gaps in performance and accelerate children's progress.

Careful planning, assessment and record-keeping arrangements, ensure coverage of all subjects and aspects of the curriculum, including: the Early Years Foundation Stage Curriculum; the National Curriculum; Personal Social and Health Education (PSHE) and Religious Education (RE). This ensures progression, balance, coherence and continuity throughout the school's age range.

For further information about specific curriculum areas, please refer to the following policies (These can be found on the school website and are available in our school office):

- English Policy
- Handwriting Policy
- Maths Policy including the Calculations Policy
- PSHE Policy
- Sex and Relationship Policy
- Religious Education Policy
- Physical Education Policy
- SEND Policy
- EYFS Policy

4.4 Delivery of the curriculum

Teachers plan a series of lessons across each topic, to enable children to make meaningful connections across subjects; challenging their thinking, deepening their learning and developing their higher-level thinking skills.

Teachers develop and have access to a wide-range of high-quality resources, to enable them to plan and deliver lessons that provide meaningful, practical, hands-on learning experiences that engage children in their learning.

Teachers' planning capitalises on opportunities for children to develop vocabulary, reading, writing and mathematical fluency within every subject, applying and consolidating skills from Core subjects in Foundations subjects.

Lessons cater for differing learning styles and enable children to develop effective behaviours for learning.

Teachers nurture children's spiritual, moral, social and cultural development; identifying and planning opportunities to explicitly teach our Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love.

Teachers use formative assessment to inform quality first teaching across the curriculum. Ongoing formative assessment enables the class teacher to identify misconceptions and identify children who are struggling or who need further challenge. Teachers use this information to adapt 'in the moment' teaching and weekly and medium term planning so that lessons are

planned effectively to meet all children's specific, individualised learning needs in all lessons across all subjects.

We set consistently high expectations for all children in all subjects across our curriculum. We encourage all children to take care and show pride in their work in all subjects. At Holly Hill we believe that neat, well-formed handwriting and presentation of written work helps to raise standards, as the pupils take pride in and have a sense of ownership of their work. Teachers consistently set high expectations for presentation; promoting the school's handwriting policy in all written work and encouraging children to try their best, so that they produce their best work in all subjects.

4.5 Assessment

At Holly Hill Church School, accurate, purposeful, ongoing assessment is the firm foundation for highly effective teaching and learning and school improvement planning. Our aim is that every pupil is enabled to identify, use and develop their individual gifts and talents that God has given to them. Our approach to assessment is underpinned by our vision to promote 'Life in all its Fullness'. Assessment enables us to celebrate the successes of every individual child and plan highly effective teaching and learning, to allow every child to flourish and achieve the very best outcomes they can, so that they reach their full potential.

Effective formative assessment enables teachers to make informed decisions about whether children's knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary. Teachers also consider whether individual pupils would benefit from the challenge of exploring a concept in greater depth, before moving on to new work. Children working at Greater Depth will independently use and apply their knowledge, skills and dispositions in that subject to produce high quality work that tangibly demonstrates their learning at greater depth. Teachers identify children as working at Greater Depth, if their work in that subject consistently demonstrates talent, flair and skill. Teachers nurture children's talents and skills through highly effective quality first teaching and learning.

Our Assessment policy provides detailed guidance on our approaches to assessment.

4.6 Collective Worship

In our church school, Collective Worship is a highly valued part of the school day as it is the time when we gather together to affirm values that are important to us, to our school and to our world. Holly Hill Church School is Voluntary Aided. In addition to the national legal requirement that there should be daily worship, as a church school, we have a Trust Deed which states that worship should be 'in accordance with the principles and practices of the Methodist Church and Church of England and in accordance with the School Ethos Statement in the statutory Instrument of Government.' Collective Worship takes place every

day for all pupils. As this is a Voluntary Aided school, members of staff are expected to attend the act of collective worship. Here, the school affirms the claims of Christianity underlying the values of our school, and representing the faith stance of some teachers and children. It provides an opportunity for pupils to worship God, whilst seeking to be relevant to, and inclusive, of all. It reflects our Anglican and Methodist traditions as well as exploring with pupils and staff a variety of ways in which Christians worship God. Parents have the right to withdraw their child from collective worship. If a parent wishes to consider this option, the Collective Worship Leader or Headteacher should be approached.

(See our Collective Worship policy which is available on our website for further details).

4.7 Religious Education

Holly Hill Church School is a Methodist and Church of England Voluntary Aided School with a Voluntary Aided heritage therefore the provision of Religious Education must be in accordance with the Trust Deed of the School. The Governors in consultation with the Headteacher, following advice from the diocese, have decided to adopt the Guildford Agreed Syllabus and supplement this with material from the Methodist Church publication 'Religious Education: Guidance in teaching Christianity.'

Religious Education at Holly Hill Church School provides opportunities for pupils to make links between our school's Christian values and Biblical teaching and to recognise that these values are also important to those of other traditions and those of none.

As a church school we are called to find ways to work towards every pupil having a life enhancing encounter with the Christian faith and with the person of Jesus Christ. In Birmingham Diocese, this means that we will endeavour to ensure that encounters with the Christian faith will be positive for the pupils and that they will hear of the story of Jesus. Such encounters will show to the pupils the treasures of the Christian faith in a way that invites, but does not coerce. The values and character of the school will also be shown in the way that attention is paid to the teaching of world faiths, particularly those represented in the school community and local neighbourhood.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils, or there are issues related to religion that arise in other subjects such as History or PSHE. We would ask any parent considering this to contact the Headteacher or RE Leader to discuss any concerns or anxieties about the policy, provision and practice of religious education at Holly Hill Church School.

(See our Religious Education policy which is available on our website for further details).

4.8 Spiritual Social Moral and Cultural Development

Nurturing children's Spiritual Moral Social and Cultural Development is at the heart of our school's work. It is central to the education of all pupils and permeates the whole curriculum and ethos of our school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments. Our Curriculum maps identify some of the experiences and opportunities we provide to enable our children to gain knowledge and understanding and to develop values and dispositions that nurture their development. We undertake an annual audit of our SMSC provision. This identifies experiences and opportunities we have provided and the impact that these have had on our children's development. A copy of the SMSC audit is available on our website.

4.9 Sex and Relationships Education

This is taught by all staff within a programme of Personal, Social and Health Education (PSHE) which encourages a child's self-esteem, self-awareness and their knowledge, understanding and respect of others. This area of the curriculum is taught through half-termly topics and is dealt with in a manner appropriate to a child's age and development as part of a wider teaching programme. A copy of the full Personal, Social and Health Education policy and Sex and Relationships Education Policy is available on our school website and from the school office on request.

4.10 Safeguarding and the Curriculum

Our curriculum is flexible, relevant and engages with our pupils. Safeguarding issues will be addressed through our PSHE curriculum, for example: self-esteem, emotional literacy, assertiveness, Sex and Relationships Education, how to keep themselves healthy (mentally and physically), ways of keeping safe in different environments including online safety (formally known as e-safety) and bullying (including cyber bullying).

Teachers also capitalise on opportunities in all subjects to consolidate children's understanding of how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety. Teachers use real-life scenarios and fictional stories to teach, discuss and re-inforce key messages. The curriculum maps identify some of the opportunities within our curriculum that teachers will use to support children, to learn about ways to keep themselves and others safe. Teachers plan meaningful opportunities within the context of the curriculum to teach children:

- How to keep themselves safe in different environments, including online safety
- How to recognise and respond to unsafe situations
- How they can seek support and advice
- To judge what is acceptable and what is not

- To recognise when pressure from others threatens their personal safety
- How to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating.

4.11 Home Learning

We value the partnerships that we develop with our children's parents/carers and the benefits that these partnerships have on their children's learning. We place value on the quality time that our children and parents spend engaging in shared experiences. We promote the confidence and engagement of parents and carers in the learning of their children. Learning at home enables children to share learning experiences and fosters their love for learning.

Reception, Year 1 and Year 2 children have a half-termly homework menu which identifies a selection of tasks that are matched to their needs and to our curriculum. The tasks set are linked to the curriculum topics and provide opportunities for creative learning as well as Core and Foundation subject learning. The menu identifies the number of tasks they need to complete and children choose which tasks they want to complete. Children are also given weekly home reading and spellings to learn. (Further details are outlined in our Homework Policy.)

We also encourage parents and children to spend time talking, sharing books and reading for pleasure. We hope that sharing books together will be a pleasurable experience that will foster a life-long interest in reading.

4.12 Enhancing the curriculum

Through our vision of promoting Life in all its Fullness, we are passionate about immersing and engaging our children in their learning through real-life experiences.

We provide all children with a wide range of exciting and inspiring visits, visitors and hands on opportunities to provide meaningful, real-life experiences. Experiences include: visits to places of interest and places of worship; theatre visits; visiting theatre companies; opportunities to handle animals; visitors from the local community (including local churches) and many other meaningful real life experiences. The curriculum maps identify visits, visitors and Wow days for each topic.

Each class has an 'Experiences Journal' that they use to capture their shared experiences. These enable children to reflect on their experiences throughout the year.

Teachers plan a series of lessons, using these experiences to inspire further learning in the classroom. Experiences are followed up with further work in the classroom and teachers use photographs and artefacts as provocations to promote further learning.

Photographs of learning experiences are shared on the school website. Teachers upload at least one learning experience for their class to the website every week. The website promotes our school's vision of Life in all its Fullness to all stakeholders.

To further immerse children in each topic and in their learning, the classroom door is decorated half-termly to celebrate the topic that the class is working on. This gives a sense of 'Walking into the Learning' and promotes reading at the heart of our curriculum. Topic doors stimulate discussion and promote engagement.

Our curriculum is further enriched by the plethora of extra-curricular activities that are offered to children, free of charge, outside school hours. These include: football club, multi-sports, dodgeball club, dance club, choir, drama club, Lego club and art club.

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

Teachers 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 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.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visits to school; meeting with leaders and visiting classrooms
- Looking at samples of books and Experience Journals
- Monitoring and evaluating assessment data
- Monitoring the school's website

Senior Leaders monitor the way our curriculum is taught and the effectiveness of our curriculum throughout the school by:

- Lesson observations
- Learning Walks
- Drop-ins
- Work scrutiny
- Planning scrutiny

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- Monitoring and evaluating assessment data

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

Dawn Gallagher (Curriculum Lead) is responsible for ensuring that the policy is followed.

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
- Handwriting Policy
- SEND policy
- RE Policy
- Collective Worship Policy
- Equality Policy
- Sex and Relationship Education Policy