



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 2017

Review Date: September 2018

Signed: (Chair

Standards Committee)

Curriculum Policy

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play and to support all curriculum policies including equal opportunities.

We recognise the importance of our pupils' personal development and the significant part it plays in their ability to learn and achieve. Our curriculum and the way it is delivered promotes spiritual, moral, cultural, emotional, social, mental and physical development. Through our curriculum we explicitly teach the Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. In addition to our Christian Values, we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world. We believe that these Christian values and British values will enable our children to become lifelong learners that will make a positive contribution to their community and engage in 'Life in all its Fullness'.

We know that children will enter our school with differing levels of academic, physical and social development. We aim to cater for different needs, and for each child to achieve success and make progress. That success will be valued whatever the level of achievement.

Curriculum Organisation

There are two Key Stages:

Early Years Foundation Stage:

Nursery (aged 3/4) two part time classes of 27 children.

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

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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.

Curriculum Coverage

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

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/PRIMARY_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

Our topics are chosen because of their relevance to our pupils whilst ensuring that sufficient emphasis is given to the development of basic skills, particularly in the core subjects of English, Mathematics and Science. All of our curriculum maps can be found on the school website. Topics may have a single subject bias or may link different subjects or aspects of the curriculum. Each aspect of the curriculum will be allocated a reasonable amount of teaching time from the total time available to ensure that there is full curriculum coverage. The development of mathematical fluency, spoken language, reading, writing and vocabulary are used within every subject.

Delivery of the curriculum

Careful planning, assessment and record keeping arrangements ensure coverage of all subjects and aspects of the curriculum, including the Foundation Stage, the National Curriculum, PSHE and Religious Education. 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:

- English Policy
- Handwriting Policy

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- Maths Policy including the Calculations Policy
- Science Policy
- History Policy
- Geography Policy
- PSHE Policy
- Sex and Relationship Policy
- Religious Education Policy
- Music Policy
- Art and Design Policy
- Design Technology Policy
- Computing Policy
- Physical Education Policy

These can be found on the school website and are available in our school office.

Religious Education and Collective Worship

We hold a daily act of collective worship which is broadly Christian in character. Holly Hill is a Methodist/Church of England Aided school and aims to create a Christian environment whilst accepting the multi-faith society in which we live. Our collective worship and Religious Education centres around our 12 Christian values. Parents may request that their children are withdrawn from worship and religious education. Requests should be made, in writing, to the Head teacher. However, our aim is not to teach children a particular faith, rather to help pupils to understand something of the nature of religious beliefs and practices so that they will be able to make their own informed judgements. For more information please refer to our Religious Education Policy.

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, knowledge and respect of self and others. This area of the curriculum is taught through topics which change each term and it is dealt with in a manner appropriate to a child's age and development as part of a wide 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.

Assessment

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Assessment for Learning is an invaluable tool which takes place daily throughout lessons. It is important as it tells us what the children know and, therefore, helps us to plan the next stage of their learning to ensure that they make good progress.

In Reception ongoing assessment is recorded throughout the year in an Early Years Foundation Stage Profile for each child.

The Phonics Screening Check is a statutory assessment for all children at the end of Year One. It is designed to confirm whether individual children have learnt phonic decoding to an appropriate standard.

Teacher assessments for English, Maths and RE are made half termly. This allows us to identify needs and effectively plan for the next stage of learning whether this be providing additional support for children to consolidate their knowledge or move them on to work in greater depth. All Foundation Subjects are assessed termly.

End of Key Stage One Assessment for children in Year Two takes place in the Summer Term to measure progress in English, Mathematics and Science. Teacher assessments are supported by practical tasks and written tests, which are also known as SATs [Standard Assessment Tasks and Tests] and evidence is collected against the Interim Teacher Assessment Framework. These are designed to help inform the final teacher assessment judgement reported for each child at the end of Key Stage One.

Home Learning

We value parents/carers and acknowledge that learning at home enables children to share learning experiences and develop their love for learning. From Reception children have weekly homework matched to their needs and reading books; details of which are outlined in our Homework Policy. We particularly encourage the children to listen to stories, share and talk about books, and read at home. We hope that sharing books will be a pleasurable experience and foster a life-long interest in reading.

This curriculum policy will reviewed in June 2018.