



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: January 2025

Review Date: January 2027

Approved at FGB meeting on

Signed: (Chair of Governing Body)

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:

- Deliver a high quality teaching and learning experience for our pupils that promotes high standards and accelerated progress for all
- Promote a love of education for all learners and to equip them with the tools to take ownership of their own learning
- Promote children's self-esteem, their rights and responsibilities
- Create a welcoming atmosphere in school where children, staff, families and visitors feel valued
- Have high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity
- Work in local, national and global partnerships in order to strengthen curriculum links and promote an awareness of the wider world
- Ensure that our pupils feel safe and secure and enjoy coming to school
- Ensure children remain at the heart of everything we do
- Deliver innovative and effective teaching and learning
- Work in partnership with other schools and agencies for the benefit of the families and the wider community
- Provide an exciting, broad and challenging learning experience based on the needs of the children
- Promote a Growth Mindset culture where children have the confidence to have a go and challenge themselves as learners and learn through their mistakes
- Promote the confidence and engagement of families in their children's learning and the development of good behaviour linked to moral purpose

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 2015](#) 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

- 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 book looks, pupil book talks, lesson observations, learning walks, drop-ins and planning looks.

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 and Key Stage One.**

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

The Core subjects are taught daily excluding Science which is taught during one afternoon session. The Foundation subjects are taught weekly, which are blocked each half term, with the exception of History and Geography which is taught as part of a fortnightly rolling timetable. Subject content is linked to the termly theme.

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
Science	Computing	Geography	Music
Mathematics			

Our curriculum has been designed to take in to account the specific needs of our children and their community and to ensure that children can become upwardly socially mobile.

We focus on 'Who am I?' in the first term in which there is an emphasis on promoting healthy lifestyles, developing resilience and life in the local community. The children learn about inspirational people who have faced many different challenges. This inspires the children to 'be the best we can' and 'do the best we can'.

In the second term, the children learn about the wider world and environmental issues. They are encouraged and enabled to become courageous advocates who action change.

In the third term, children look at advances in modern technology which gives them aspirations for the future, instilling a growth mindset whereby if they persevere and work hard, they can be the best that they can be.

Holly Hill has a mastery approach to the curriculum which provides opportunities for our children to revisit learning **and learning styles in order to** consolidate and deepen their knowledge and skills. This allows learning to be committed to long term memory. We also use retrieval practice to recall key information to ensure that learning becomes embedded.

Progression is mapped across the Key Stages to ensure fluency and deepening of learning. This allows children to master and build upon skills over time in a variety of different contexts.

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

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

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

4.2 Planning and delivery of the curriculum

All curriculum subjects are given equal importance as we recognise Gods gifts in all that we can do and all that we could do if given the right opportunities.

We foster a love of learning and appreciation of the arts through experiences which many of our children are unlikely to have had thus broadening their aspirations, personal vision and knowledge of what is possible. Teachers plan opportunities that create a sense of awe and wonder, spark children's curiosity and inspire them to 'be the best they can.'

Teachers use formative assessment to inform their weekly planning for 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.

4.3 Assessment

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.

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

4.4 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.

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.

4.5 Sex and Relationships Education

This is taught by all staff using the **My Happy Mind** 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 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 is available on our school website and from the school office on request.

4.6 British Values

In addition to our 12 Christian Values, children are taught about the British values of Democracy, Rule of Law, Tolerance of different cultures and religions, Individual Liberty and Mutual Respect. These are often taught alongside our Christian Values, for example, Tolerance and Respect. Others, such as Democracy, are taught as part of our wider Curriculum in real-life contexts, such as Spiritual Council Elections.

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, and ensure that there are no barriers to every pupil achieving the best that they can.

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
- 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
- Book Looks
- Pupil Conferencing
- Planning Looks and Reviews of Learning Sequences
- Monitoring and evaluating assessment data

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

Cally Parsonage (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
- SEND policy
- RE Policy
- Collective Worship Policy
- Equality Policy
- Sex and Relationship Education Policy