



## Curriculum Policy

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Responsibility	All staff and the governing body
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Distribution	

### Rationale:

Our curriculum is designed to help us realise our school vision:

Our vision is to be an outstanding Christian learning community where everyone is valued as a unique individual and where everyone feels safe. We will aim to be the best we can possibly be, to treat others as we wish to be treated and to make a positive difference to our community and beyond. We strive to be peaceful problem-solvers with open minds and hearts, living God's love and being kind.

The curriculum also reflects our ethos:

Holywell School is a caring, distinctively Christian, community-focussed Church of England School. We aim to continue the historic tradition of Church of England Schools by providing a Christian Values-inspired education of the highest quality within the context of Christian belief and practice. As a school, we are a loving, supportive community with high aspirations for all. We promote inclusion, we are proud to belong and we value each individual. We look after each other, believe in second chances and aim to be the best we can be so we can serve and support the common good.

For us at Holywell, the curriculum is the totality of student experiences and, through those experiences, we aim to enable all of our learners to be happy, successful and to be the best they can be.

## **Curriculum Intent**

We are committed to a deep and rich curriculum that enables students:

- to achieve high standards
- to be ready for the next stage of their education
- to be independent, curious learners
- to be ready to take on challenges with an open, positive and caring approach
- to be discerning, thoughtful members of their community
- to serve others
- to be grounded in strong Christian values so that they can make ethical and informed choices and decisions

We believe that the curriculum of the school:

- should be designed to enable our children to enjoy and achieve, to grow and prosper, and to be stimulated by learning
- must look to serve the full breadth of student ability and the variety of interests and skills
- must be coherent and well planned

## Curriculum Implementation.

We have a secondary curriculum model underpinned by a values-based approach to learning. The taught curriculum is delivered substantially through discrete national curriculum subjects so that students have access to subject specialists who can enthuse and inspire them. Most subjects are taught in mixed-ability groups, however, Maths is taught in ability sets.

Schemes of Learning cover the National Curriculum Programmes of Study. Lessons are between 55 and 60 minutes long. Students have the following allocation of lessons during the week:

		RE	English	Maths	Science	Geography	History	Art	Technology	French	Music	PE	Drama	ICT	Option
<u>y8</u>	<u>Lessons</u>	1	4	4	3	1	1	1	2	2	1	2	1	1	1
-	<u>Groups</u>	6	6	6	6	6	6	8	8	6	8	6	6	6	6
<u>y7</u>	<u>Lessons</u>	1	4	4	3	1	1	1	2	2	1	2	1	1	1
-	<u>Groups</u>	6	6	6	6	6	6	8	8	6	8	6	6	6	6
<u>y6</u>	<u>Lessons</u>	1	6	6	3	1	1	1	1	1	1	2		1	-
-	<u>Groups</u>	6	6	6	6	6	6	6	6	6	6	6		6	-
<u>y5</u>	<u>Lessons</u>	1	6	6	2	1	1	1	1	1	1	2		1	-
-	<u>Groups</u>	6	6	6	6	6	6	6	6	6	6	6		6	-

In Years 7 and 8 students have an 'Option' lesson in their weekly timetable. Students choose from a wide range of subjects – Sports Leadership, Art, Music Technology, Book Club, More Maths, Drama, Dance and Further Design [NB. Some options are specific to a year group]. This prepares students for the very important choices they will be making about Options soon after arriving in Upper School.

### *Wider Curriculum Opportunities.*

The curriculum at Holywell benefits from a range of additional activities and events to support our children's learning. Examples include: Values Day: this provides an opportunity to explore our Values with a specific focus; Widening Opportunities Day provides each year group with an opportunity to explore an aspect of PSHCE in more depth – Year 5 are looking at Safety Awareness; Year 6 are looking at Health and Wellbeing; Year 7 are looking at British Values; and Year 8 are looking at Careers and Work-related learning. Other whole-school events include: 'World Book Day', The school sponsored walk and Charity Week. There is a wide range of opportunities for residential trips: Year 6 have a four day residential at the PGL centre near Weymouth – working on a wonderful range of outdoor pursuits; Year 8 have a Geography field trip to Swanage and there is a bi-annual Ski-Trip. Year 8 also have an Options Day when they explore their chosen option subject for an extended period of time.

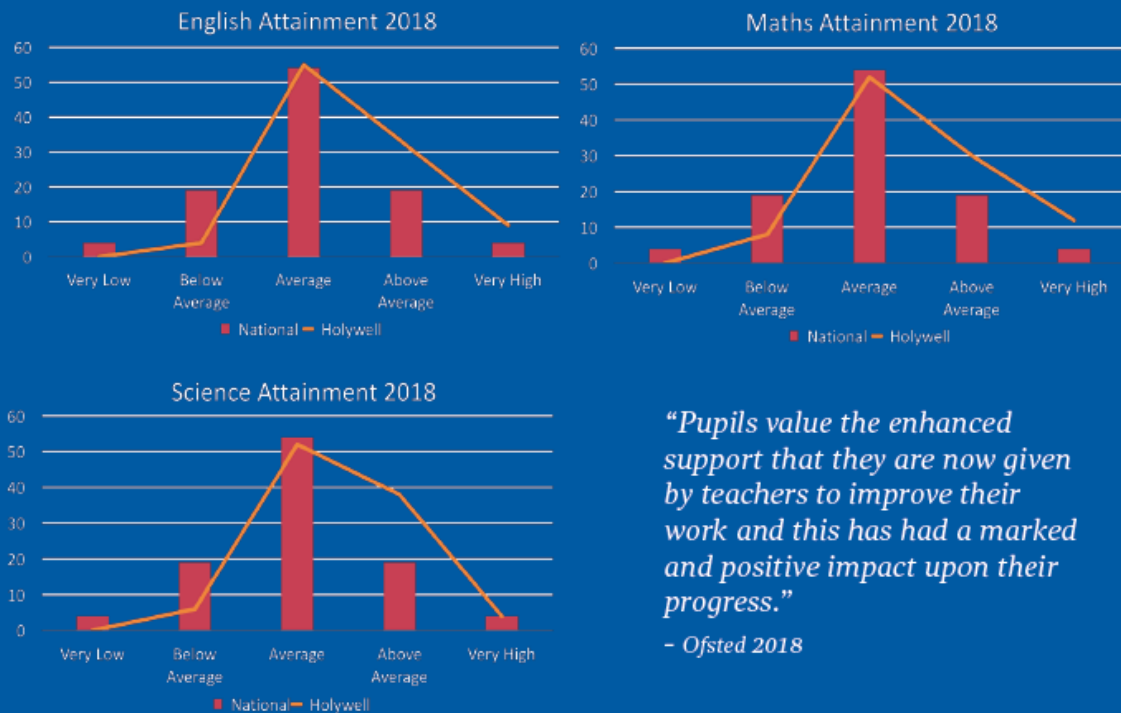
## Curriculum Impact.

- Good outcomes at KS2 and Year 8

### End of Key Stage 2 2018 results

	Number of pupils achieving national standard	% Pupils achieving national standard	Number of pupils achieving above national standard	% Pupils achieving above national standard or a greater depth
<b>RWM Combined 2018</b>	<b>107/158</b>	<b>68% (NA 64%)</b>	<b>19</b>	<b>12%</b>
RWM Combined 2018 Target	125/162	77%	21	13
RWM Combined 2017	100	63% (NA 61%)	19	12%(9% NA)
RWM 2016	80	54% (NA 53%)	9	6% (5% NA)
<b>Reading 2018</b>	<b>124/158</b>	<b>78% (NA 75%)</b>	<b>51</b>	<b>32%</b>
Reading 2018 Target	129/162	80%	55	34
Reading 2017	117	74% (NA 71%)	39	25% (18% NA)
Reading 2016	99	67% (NA 66%)	27	18 %(19% NA)
<b>Writing 2018</b>	<b>127/158</b>	<b>80% (NA 78%)</b>	<b>38</b>	<b>24%</b>
Writing 2018 Target	139/162	86%	42	26%
Writing 2017	128	81% (NA 76%)	28	18%
Writing 2016	114	77% (NA 74%)	24	16 %(NA 15%)
<b>Grammar, Punctuation and spelling 2018</b>	<b>123/158</b>	<b>78% (NA 78%)</b>	<b>44</b>	<b>28%</b>
GPS 2018 Target	140/162	86%	69	43%
GPS 2017	114	74% (NA 77%)	25	16% (31% NA)
GPS 2016	109	74% (NA 72%)	18	12 %(NA 23%)
<b>Maths 2018</b>	<b>130/158</b>	<b>82% (NA 76%)</b>	<b>47</b>	<b>30%</b>
Maths 2018 Target	131/162	81%	29	18%
Maths 2017	122	77% (NA 75%)	39	25%
Maths 2016	103	68% (NA 70%)	20	14% (NA 17%)

Our KS3 students take nationally benchmarked tests for English, Maths and Science (GL Assessments). These graphs show that they performed well in excess of the national averages.



- Quality work produced across the curriculum demonstrating an interest and commitment to learning
- Excellent take-up of curriculum clubs and opportunities
- Students who are well-prepared for their next stage of learning – Upper School colleagues comment on how well prepared Holywell students are for GCSE courses and KS4 results demonstrate excellent achievement for former students.
- Feedback from parents and visitors to the school (eg. After Open Evening, one parent wrote: “In my niece’s case, we had a concern that she might not get much out of the evening because she tends to be a bit shy in new settings and situations however, the way the pupils encouraged the youngsters in particular, to enter the rooms and then enthusiastically invited them to see and take part in the activities on each desk; quickly allayed our fears and allowed her to see, hear and explore with freedom.”)

## **Review**

- i. The Curriculum Committee of the Board of Governors will monitor and review the Curriculum policy.
- ii. The Curriculum Committee of the Board of Governors will contribute to the school's annual self-evaluation processes in relation to the delivery of this policy
- iii. The Curriculum Committee of the Board of Governors will work with SLT and key school leaders on the strategic direction and implementation of the curriculum policy through the identification of priorities for improving further the delivery of the policy, practice and procedures.

## **Cross reference this policy with the following policies**

- Special Educational Needs
- Homework and Enrichment
- Sex Education
- PSHE and Citizenship
- Assessment and marking
- Equal opportunities
- Acceptable User (ICT safeguarding)