



Curriculum Policy

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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 'secondary ready'
- 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
- must be designed, over time, to maximise the likelihood that children will remember and connect the steps they have been taught
- should be designed to develop the wider cognitive skills of analysis, evaluation, problem-solving, creativity and independence.

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
Y8	<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
y7	<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
y6	<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	-
y5	<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.

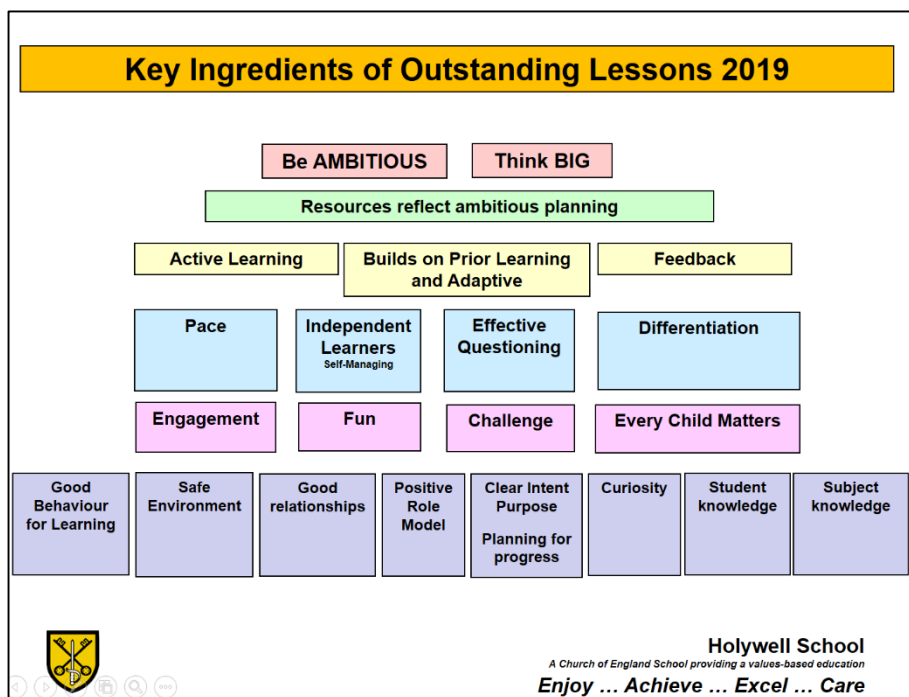
Wider Curriculum Opportunities

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; 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.

Teaching and learning

At Holywell, the curriculum will be implemented by using our agreed key ingredients of high quality teaching and learning:



- The implementation of the curriculum is mainly through active learning strategies which are carefully structured to ensure progression in learning. Teachers use a variety of teaching methods to provide variation and enhance students' understanding.
- The teaching of the curriculum ensures that students of all abilities are able to engage with the curriculum as effectively as possible, enhancing their knowledge and skills.
- Students will be taught to describe key characteristics and associated processes in common language throughout curriculum subjects, as well as understand technical terminology and specialist vocabulary. These will include having a Growth Mindset and demonstrate resilience and aspiration.
- Students will undertake independent work and have the opportunity to work in groups and discuss with their peers.
- Teachers ensure students apply their knowledge and understanding when developing, presenting and reflecting on ideas.
- The academy adopts a mastery approach to the curriculum, in which fluency comes from deep knowledge and practice. This means that structured questioning is used to ensure students develop fluent technical proficiency and think deeply about underpinning concepts before moving onto the next part of the syllabus.
- The academy does not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

Planning

- Long-term planning will be used to outline the units to be taught within each year group.
- Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- Medium-term plans will identify learning objectives, main learning activities and differentiation.
- Medium-term plans will be shared with subject leaders and heads of year to ensure there is progression between years.
- Short-term planning will be used flexibly to reflect on the objectives of the lesson, the success criteria and the aims of the next lesson.
- Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account students' needs and identifying the method in which topics could be taught.
- All lessons will have clear learning objectives, which are shared and reviewed with students.
- Wherever possible, curriculum subjects will provide opportunities to establish links with other curriculum areas.

Assessment and reporting

- Assessment will be integral to the curriculum and its planning.
- Students will be assessed, and their progression recorded, in accordance with the Holywell's Assessment Policy.
- Students sit the following statutory assessments throughout their time at our academy: KS2 SATs and regular GL Assessments.
- Termly Teacher Assessments will summarise students' performance against internally generated performance descriptors which describe the progression in learning for each subject.
- A written report for each student is sent to parents once per academic year. Reports outline students' progress in the subjects of the curriculum. Teachers make comments on the attainment of each student in terms of national age-related expectations.
- Parents are invited to attend parents' evenings with their child's teachers at specific and strategic points during the year. Parents are also welcome to discuss their child's progress with their teachers or the headteacher at other times.
- Teachers or the headteacher may invite parents for a discussion based on their child's progress and/or results at any point during term times.
- The headteacher reports students' progress to governors on a termly basis, in the form of a headteacher's report.
- In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the student's future teacher, in order to demonstrate where students are at a given point in time.
- The progress of students with SEND will be monitored by the SENDCo.

Homework

- Homework is planned as part of the curriculum provision for each subject.
- A full Homework Policy is available and complements this Curriculum Policy.

Curriculum Resources

- Subject leaders are responsible for the management and maintenance of resources.
- Resources will be stored in each classroom, including workbooks, text books and any other materials, e.g. calculators.

- Resources which are not required regularly, and those in relation to key whole-academy topics, will be stored in the department office.
- Display walls will be utilised as part of the learning process.
- Equipment and resources will be easily accessible to students during lessons.
- Subject leaders will undertake an audit of equipment and resources on an annual basis.

Equal opportunities

- Holywell ensures that all students, regardless of gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances, will have equal access to the curriculum.
- Where it is inappropriate for a student to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the student's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons.

Curriculum Impact.

- Good outcomes in Maths and GPAS at KS2 and Year 8: Results 2019 – End of Key Stage 2

	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
RWM actual 2019	94/157	60% (65%)	11/157	7%
RWM Combined Target 2019*	114/146	79%	40/146	28%
RWM Combined 2018	107/158	68% (NA 64%)	19	12%
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)
Reading actual 2019	114/157	73% (NA 73%)	45/157	29
Reading Target 2019	124/146	85%	51/146	35%
MARCH MOCK	120/157	76%	35/157	22%
Reading 2018	124/158	78% (NA 75%)	51	32%
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)
Writing actual 2019	111/157	71% (NA 78%)	15/157	10%
Writing Target 2019	114/146	79%	40/146	28%
Writing 2018	127/158	80% (NA 78%)	38	24%
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%)

	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
GPS Actual 2019	125/157	80% (NA 78%)	33/157	21
Grammar, Punctuation and spelling 2018 Target**	124/146	85%	51/146	35%
MARCH MOCK	112/157	71%	26/157	17%
GPS 2018	123/158	78% (NA 78%)	44	28%
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%)
Maths actual 2019	127/157	81% (NA 79%)	47/157	30
Maths Target 2019	124/146	85%	51/146	35%
MARCH MOCK	100/157	64%	26/157	17%
Maths 2018	130/158	82% (NA 76%)	47	30%
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%)

* We have 157 students in the current Year 6. We have KS1 data for 146 students – targets are set based on the 146 students ('matched data').

** As there is no KS1 baseline for GPS, we have used the Reading target assuming students are of a similar standard.

Average scaled scores

(where 100 = national expected standard)

	Reading		GPS		Mathematics	
2019	104	103.3	106	104.5	105	105.6
2019 Target		106.5		106.5		105.8
2018	105.0	106.1	106.2	105.9	104.4	105.4
2018 Target		106.44		106		106.22
2017	104	104	106	104	104	104
2016	103	103	104	103	103	103

England, 2019 (all schools) [Holywell](#)

YEAR 8 ATTAINMENT - GL Test

English ATTAINMENT = % of pupils

	Very Low	Below Average	Average	Above Average	Very High	Average and above	Mean 100 = National Average
Year 5 2015	4 (4)	12 (19)	59 (54)	22 (19)	3 (4)	84 (77)	101.3
Year 5 End of 2015-16	0 (4)	12 (19)	54 (54)	26 (19)	8 (4)	88 (77)	105.2
Year 6 2016-17	1 (4)	10 (19)	62 (54)	25 (19)	4 (4)	91 (77)	104.0
Year 7 2017-18	0 (4)	5 (19)	44 (54)	37 (19)	13 (4)	94 (77)	111.8
Year 8 2018-19	1 (4)	3 (19)	58 (54)	31 (19)	8 (40)	97 (77)	108.9

ENGLISH – PROGRESS = No of Pupils

	Much Lower than expected	Lower than expected	Expected	Higher than expected	Much higher than expected	Expected or better progress
Year 5 2015						
Year 5 End of 2015-17	8	12	76	31	18	86.2%
Year 6 2016-17	5	10	67	15	3	85.0%
Year 7 2017-18	0	2	61	39	43	99%
Year 8 2018-19	22	33	78	6	2	61%

Maths ATTAINMENT = % of Pupils

	Very Low	Below Average	Average	Above Average	Very High	Average and above	Mean 100 = National Average
Year 5 2015	4 (4)	29 (19)	49 (54)	15 (19)	2 (4)	66 (77)	96.4
Year 5 End of 2015-16	0 (4)	9 (19)	62 (54)	20 (19)	8 (4)	90 (77)	102.9
Year 6 2016-17	5 (4)	15 (19)	52 (54)	23 (19)	4 (4)	79 (77)	101.8
Year 7 2017-18	2 (4)	9 (19)	42 (54)	37 (19)	10 (4)	89 (77)	108.4
Year 8 2018-19	1 (4)	6 (19)	52 (54)	27 (19)	16 (4)	95 (77)	110.2

MATHS - PROGRESS = No of pupils

Cohort Entry 2015-2016 (Current Year 8)

	Much Lower than expected	Lower than expected	Expected	Higher than expected	Much higher than expected	Expected or better progress
Year 5 2015						
Year 5 End of 2015-16	4	11	65	35	34	89.9%
Year 6 2016	8	13	57	14	8	79.0%
Year 7 2017	4	2	29	47	46	96.0%
Year 8 2018	4	14	74	28	25	88.0%

- 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 (e.g. 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
- RSE
- PSHE and Citizenship
- Assessment and marking
- Equal opportunities
- Acceptable User (ICT safeguarding)