



Curriculum Policy

Date Written: Autumn 2022
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Principle Academy Vision

We put children first, pioneering excellence and championing each and every child.

School Vision

At Hollington Primary School, we take pride in providing a kind, safe and happy community where we aspire to inspire. Our school family believes every child is entitled to enjoy memorable learning experiences. Our challenging curriculum, alongside our nurturing environment, enables all to reach their full potential. Move forward with us.

The curriculum in Pioneer Academy schools is designed to inspire and motivate children. Our aim is for every child to experience 'an extraordinary school day' every day. We place children at the heart of the learning process through a bespoke 'Teaching and Learning Model.' The Model, which is rooted firmly in research and analysis of effective learning and teaching, translates the Trust's Expectations into classroom practice. This Model has been developed and embedded to provide consistency and continuity for all children.

We use the International Primary Curriculum (IPC) as a framework for learning. IPC provides a clear, thematic approach which ensures coverage of the National Curriculum. The thematic approach links well with our intent to make all learning exciting, active and meaningful for all our children. Learning with IPC also includes an international dimension, helping children to connect their learning to where they are living now, as well as looking at learning from the perspective of people in other countries.

Hollington Primary School is committed to the highest quality teaching across the whole curriculum and promotes the use of specialist teachers to facilitate this. We currently have specialist teachers for PE, Art and Music. We also ensure that children have access to a range of experiences and opportunities outside of the classroom such as trips, workshops and whole school theme days.

Implementation of Curriculum

The IPC is used from Year 3 to Year 6 as the core framework for learning in the majority of foundation subjects. This unique curriculum has a strong element of internationalism built into learning. By adopting the IPC, we are central to a global learning community.

The elements of the International dimension enable opportunities for our children to: □

Recognise their own culture and have a sense of identity.

- Be open-minded.
- Be respectful of other cultures and beliefs.
- Be aware of and be able to celebrate diversity and commonality.
- Have respect for and value other people and their ideas and opinions.
- Be able to communicate effectively with others.
- Be adaptable.
- Be aware of and have an interest in global issues.

<u>Age</u>	<u>IPC Milepost</u>	<u>Year Group</u>	<u>National Curriculum</u>
Up to 8	Milepost 2	Year 3	Key Stage 2
Up to 9		Year 4	
Up to 10	Milepost 3	Year 5	
Up to 11		Year 6	

The White Rose Mathematics scheme, supplemented by additional resources, is used for teaching and learning in Mathematics. This was selected for its accessibility and strong approach to mastery.

English teaching and learning is based on the Power of Reading schemes, with teachers selecting texts to link closely to the overarching IPC theme each half term. Guided Reading is taught daily and based around developing reading and comprehension skills using high-quality texts and resources. Little Wandle Phonics is used across the trust and continues to be used in KS2 to support a rapid catch up programme for those children requiring further support in phonics and reading.

PSHE is an important part of our school curriculum that helps to give pupils the knowledge and understanding they need to lead confident, healthy, independent lives and to become informed, responsible citizens. It is taught both intrinsically through other subjects such as science and PE and explicitly during dedicated PSHE lessons following the Opening Young Minds scheme of work. PSHE also forms part of our Collective Worship time. Sex & Relationships Education is built into our Personal Social & Health Education Programme.

Our educational remit, in its most narrow definition, is to prepare children not only for their senior schooling, but also for the life that lies beyond them. We regard these school years (from the ages of 7 to 11) as forming the base on which our pupils will build their future education.

Teaching and Learning

At Hollington Primary School we have designed and selected a curriculum that provides the most appropriate support for teachers and others to develop children’s learning. Our curriculum begins with a set of standards of learning outcomes which clearly define what children should be capable of at certain important periods of their development. These standards are explicitly described in terms of the knowledge children should acquire, the skills they should be able to demonstrate and the understanding they should develop. Not all of these standards or learning outcomes are measurable. Some will require professional judgement. The curriculum provides opportunities for teachers to assess or judge the quality of children’s learning through a range of assessment or evaluative opportunities. The curriculum addresses the development of knowledge, skills and understanding in three key areas – subjects, personal development and international understanding.

Our teaching and learning model is designed and implemented in such a way that it builds on prior knowledge and skills and lays the foundation for future learning. Lessons are designed to be engaging and challenging with learners actively involved. Our curriculum planning has been designed so that subjects are taught independently and interdependently and supplemented by a wide range of opportunities and enrichment activities which allow for cross curricular learning. This enables learners to see the ‘Big Picture’ of their learning and to make connections both through and across different subjects.

Progression Maps for each subject identify the knowledge, skills, understanding and vocabulary that pupils are expected to master each year in each subject and unit of learning. We ensure the national curriculum and our own bespoke learning questions are organised and taught in a progressive order so knowledge, skills and understanding are built upon year on year. Subject leaders work in partnership across the schools and within a core framework to ensure consistency and continued development of each subject.

Assessment for Learning

Learning is at the heart of all we do so assessment is used to shape future learning. It is not excessive or onerous and forms part of the day to day working practices of the classroom. Teachers ensure that pupils embed key

concepts in their long term memory. Key skills and objectives for curriculum areas are revisited throughout the year and applied in different contexts. We also use summative assessments to support the teacher's overall assessment in these subjects.

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Our Assessment for Learning plays a crucial role in helping us help children learn. An AFL system is in place that: □
Helps us assess children's learning and progress.

- Encourages and enables children to assess their own learning.
- Provides tools and guidance to help us use assessment to improve children's learning, not just record which learning stage they are at.
- Enables us to monitor individual children's learning and the learning of whole classes.
- Allows teachers to monitor children's understanding and adapt learning accordingly.

We recognise that understanding develops over a period of time. 'Big Picture Questions' are shared at the beginning of a unit. These questions are referred to throughout the topic.

In addition, children's progress in English, Mathematics and Science is assessed termly and recorded on our tracking documents. We use a range of assessment procedures and programmes.

This policy also needs to be in line with other school policies and, therefore, should be read in conjunction with the following school policies:

- Learning and Teaching Policy
- English Policy
- Mathematics Policy
- Handwriting Policy
- Assessment Policy
- Marking Policy
- Special Educational Needs Policy
- Equal Opportunities Policy