



# **Holland Moor Primary School**

## **Curriculum policy**

### **Curriculum Rationale**

- At Holland Moor Primary School the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.
- It ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning.
- The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development.

### **Curriculum Aims:**

We aim to teach children how to become life-long learners and to develop self-confidence and belief in themselves, in an environment which is stimulating and exciting and rich in opportunities.

We will achieve this by:

- Providing a safe and secure environment where children learn independent skills to look after themselves
- Providing a positive 'can do' culture where praise, respect and encouragement prevail and where self-esteem is high
- Having high aspirations and expectations for all our children
- Focusing on improving standards of attainment
- Acknowledging and celebrating all achievement
- Encouraging self-respect and self-discipline in work and behaviour
- Providing high quality planning, teaching, assessment and targeted interventions from committed and passionate staff
- Listening to our children, valuing their views and reflecting and acting on what they say
- Building good relationships with parents/carers, families and communities and working in partnership with other professionals

At Holland Moor Primary School we believe in lifelong learning and the idea that both adults and children learn new things every day. We also believe that learning should be a rewarding and enjoyable experience for everyone. The aims of our curriculum are:

- To promote teacher and pupil ownership of a skills-based thematic curriculum.
- To create and explore knowledge, skills and experiences that give purpose to writing.



- To give pupils opportunities to use literacy, numeracy and ICT basic skills in practical and meaningful situations.
- To excite learners through contextual, memorable and meaningful lessons and themes.
- To embed opportunities for high quality enrichment experiences including educational visits, themed days, parent/carer workshops and visiting speakers.
- To develop pupils' wider learning skills, such as independence, resilience, collaborative working and problem-solving through explicit teaching of non-negotiable learning skills.
- To develop children's understanding of equality and diversity.
- To develop a sense of community and belonging, contributing to our community.
- Through direct interaction – making links with local organisations.
- To ensure National Curriculum coverage through a skills-based thematic approach.
- To foster children's understanding of their lives in a global context.

At Holland Moor Primary School we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting point, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the necessary skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child and does not just focus on academic success.

The National Curriculum is delivered using a skills-based topic approach and assessed using The Lancashire Tracker as a basis to ensure coverage and progression throughout the school. The higher attaining children are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National requirements and school requirements are mapped out as a whole school so that individual year groups plan for a range of curriculum experiences. The curriculum is underpinned by the school's core values and learning powers, (Respect, Friendship and kindness, Peace and Positivity, Confidence, Tolerance and Compassion, Rights and Responsibilities, Hope and Happiness, Courage, Pride and Persistence, Self-belief) and these are taught on their own and through other areas of the curriculum, including assemblies. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

This curriculum comprises the subjects – English, Mathematics and Science and the other subjects – Computing, Design Technology, History, Geography, Art, Music and Physical Education. Personal, Social and Health Education is also taught through our assemblies and our class topics.



## **Our Curriculum**

EYFS Curriculum: In Nursery and Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis.

Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

## **English**

Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. We use Letters and Sounds for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Parents/carers are given clear expectations about reading at home. We develop writing skills so that our pupils have the stamina and ability to write at age expectations. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. Handwriting sessions are incorporated into the English lessons.

## **Mathematics**

At Holland Moor Primary School we embrace the Mastery approach to teaching mathematics. Our teachers will ensure that mathematical skills are taught every day following the Lancashire Mastery Programme. They also use cross curricular opportunities to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an



emphasis on practical work. In each lesson there is a short and simple mental maths session. We build on skills and understanding in a step by step and progressive way and continue to develop place value, the four number operations and the understanding of fractional parts. To further develop our pupils' times table fluency we have enrolled in Times Table Rockstars.

We sometimes provide additional teaching support for children with special educational needs through a discrete teaching group. All year groups provide small group interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

### **Science**

Science is taught as a separate lesson. We encourage our pupils to be curious about natural phenomena and to be excited by the process of understanding the world around them. Key scientific terminology and vocabulary is introduced each lesson and knowledge is built upon throughout the school. Pupils are encouraged to work scientifically and are able to carry out simple tests and experiments using equipment and to gather and record data. Whilst at Holland Moor Primary School, children will learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance. We will also have dedicated science days throughout the year.

### **History**

History at Holland Moor is about people in time. Children begin to learn about important events and people of the past.

Emphasis is placed on the causes and consequences of events and the place of the United Kingdom in world history.

In the historical areas, programmes are designed to study British, European and World History alongside themes and local history studies.

### **Geography**

***"In our diverse society children need, more than ever before, to understand other people and cultures."* Geographical Association.**

At Holland Moor, we believe that Geography develops children's curiosity, knowledge and understanding of people and places both locally and around the wider world.

Using maps, atlases, photos and the internet, we teach children about the physical and social aspects associated with a range of contrasting case studies both the UK and beyond.

The nature of the subject is such that there are many cross-curricular links and children are encouraged to use the skills they have developed in English, Maths and computing to research, analyse and report their findings.

### **Art and Design**

Art has an important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children.



Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. We have Art Days with a whole school focus on one artist or painting.

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

### **Computing**

We follow a discreet scheme of work for the teaching of computing skills, Herts for Learning and Purple Mash, but our approach is to integrate computing into other lessons where we use laptops and other hardware such as cameras and iPads. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as coding, using programs such as Scratch and the Bee-Bot. Pupils will use technology safely and identify where to go for help and support when they have concerns.

### **Music**

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies also provide an opportunity to practise singing. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. The Charanga programme supports our teaching of music across the school, this is a skilled based scheme.

### **Physical Education (PE)**

PE is delivered by our own teaching staff. Our PE sessions are both indoor and outdoor and focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 pupils will also visit other facilities including the local swimming pool. Swimming is introduced to the timetable from Year 4. We ensure wider participation in the community by involvement in interschool sports competitions.

### **PSHE**

PSHE, or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all



subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote the 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. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Chinese New Year and celebrate famous people such as Martin Luther King and Nelson Mandela, this is often linked to our assembly topics. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating. All pupils are taught using the Heartsmart programme.

### **Religious Education**

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Lancashire. (Plan B) Religious Education (RE) is taught to all children unless children have been withdrawn by their parents/carers. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. We have good links with our local church, which children visit to extend their understanding of the Christian faith. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. It also develops their own beliefs and values. We do not convert or steer pupils towards a particular religious' belief.

### **Sex Education**

At Holland Moor 'Sex Education', as defined in the 1986 and 1993 Education Acts, is not thought of nor treated as a discrete curriculum subject.

The exploration of all personal and social issues is approached within a caring and supportive classroom structure, with the full knowledge of parents and within a broader curriculum study of health related topics.

Holland Moor has carefully planned and structured curriculum of Health Education in which the children learn about growth and development in a gradual way. This is followed later by a more direct teaching programme which is introduced in the Upper Junior years.

Parents are invited to view the materials at home or at school for a full discussion of their content. All parents are informed of the school policy in the school booklet and copies of this statement and all teaching materials, including a video used in the teaching programme, are held in the school for direct consultation.

We make extensive use of the Health for Life project planned by the Health Education Authority.

### **Design & Technology**

Our children have many opportunities to access a wide range of technological activities that equip them with the skills they need for the demands of modern society.



Children are encouraged to think creatively while exploring a wide range of materials and tools through construction activities. Constructional toys are also available in all classrooms and are accessed regularly during early morning activities.

Children are encouraged to explore designs, self-evaluate and persevere to create a worthwhile product.

### **Vulnerable Learners**

There are some occasions when children will need special help to overcome a learning or emotional difficulty to ensure that the curriculum fully extends their abilities. Overseen by the Special Needs Co-ordinator (SENCO), teachers and teaching assistants support some children in small groups or on a one-to-one basis as required.

### **Able and talented children**

The school is committed to making provision for children who attain at an exceptionally high level. Opportunities are given for children to develop their talents right across the curriculum. The successes and achievements of all children are celebrated each week in our Celebration Assembly.

### **Enrichment**

We are committed to looking beyond the National Curriculum to enhance our curriculum experiences and understanding. The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, particularly science. Our enrichment programme draws upon a range of opportunities including; school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

### **Trips and Visits**

We plan a series of trips throughout the year for each year group and these are communicated to parents/carers throughout the year. We also arrange for visiting workshops, for example, Ancient Egypt and forensic investigations. We organise residential trips for our Year 6 pupils. Recent trips have included Skipton Castle, The Beacon Country Park and The National Coal Mining Museum.

### **Subject Leaders**

‘Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils’. (DfE) The Core Purpose of the Subject Leader is to provide professional leadership and management for their subject in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

### **The Role of Governors**

Our Governors are regularly involved in monitoring the consistent approach to Teaching and Learning at Holland Moor Primary School. Governors monitor practice in the following ways:

- Reports and presentations received from curriculum leaders at Governors meetings





- School visits to observe classroom practice in role as Link Governor;
- Talking with pupils, looking at their work

### **The Role of Parents/carers**

We believe that parents/carers have a crucial role in helping their child to learn. We do all that we can to inform parents/carers about the progress of their child by:

- Holding regular consultation evenings and half termly reports
- Holding parent/carer workshops where we explain assessment procedures and teaching and learning strategies;
- Annual report at the end of each academic year

Pupils have opportunities to share their learning with each other, their parents/carers and carers, through homework tasks and half termly assignments/projects. They learn from others through school-based and external moderation, through performances, competitions and events involving other schools. These develop their independence and motivation as learners and their sense of responsibility as future citizens which is at the heart of all our teaching and learning.