



HOLY TRINITY

A Catholic and Church of England Voluntary Academy

The Hallam Schools' Partnership Academy Trust

Curriculum Statement

At Holy Trinity, we believe that every child is entitled to a well-planned, ambitious, broad and balanced curriculum. We recognise that the curriculum is the experience of each pupil from the moment they walk through the doors of the school to the moment they leave. As such, the curriculum in all its aspects aims to motivate pupils and meets their needs. It is broad, balanced and challenging and gives our pupils the opportunity to succeed in school and beyond. We aim to create a curriculum, which challenges and inspires every pupil. We promote a growth mind-set approach, which encourages pupils to learn from mistakes and feedback and to be flexible, confident and ambitious for themselves. Through our curriculum we aim to nurture well-rounded young people who are who are ready to take their place in the world.

"I believe our young people are desperate for a new kind of education: one that values them for who they are, and draws out their gifts and creative energies; one that helps them to 'bear good fruit' in every part of their lives: continually learning, being renewed, serving others and living life to the full". (Archbishop Sentamu)

Aims

Our curriculum aims to:

- Nurture the whole child in line with our mission statement
- Provide a broad and balanced education for all pupils
- Develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Provide pupils with independent, impartial careers guidance, to prepare them for further education and employment
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Ensure equal access to learning, with high expectations, for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Ensure that pupils are equipped with the skills, knowledge and attitude to learning that prepares them for the next key stage in their education and life

Organisation and planning

Our curriculum is organised to ensure progression through the key stages.

See our EYFS Policy for information about how our **Early Years** Curriculum is delivered.

At Year 1, it builds on the child-initiated ethos of the Early Years Foundation Stage principles, where pupils are active partners in developing the curriculum. Their questions, interests and ideas are, therefore, utilized to develop and enhance planned learning experiences.

Through the Read, Write Inc phonics scheme, we develop a love of reading, develop spelling and language from an early age and establish our high expectations. Once our pupils graduate from the RWI phonics scheme, they begin the English Mastery programme. This approach is built around 3 high quality class texts per year, through which all reading, grammar and writing is taught.

At Key Stage 1 and 2, we continue to follow a mastery approach to teaching mathematics and English. This means that we are aiming to develop a deep, long-term understanding of the subjects which enables them to apply their knowledge and skills. At the heart of a mastery approach is the belief that every child is capable of achieving. We believe this passionately at Holy Trinity.

As a Catholic and Church of England School, a minimum of 10% of the teaching timetable across the school is dedicated to RE. However, in reality, the RE Curriculum and the development of Christian values underpin every aspect of learning in school and are being developed at all times. Throughout the school week, children are involved in daily collective worship and there are many opportunities for focused reflection. This continues in both the primary and secondary phase.

French, PE, music and Science are also taught discretely by subject specialists.

Art and Design, Computing, Design Technology, Geography, History, Music and PSHE are taught through 'Topic' utilising mastery principles.

At Key Stage 3, pupils follow a broad curriculum of core and foundation subjects: English, Maths, Science, Religious Education, Relationships and Sex Education, Physical Education, French, Geography, History, Computing, Technology, Music, Art and Drama.

In Year 10, pupils begin Key Stage 4. All students study English, Maths, Science, Religious Education and Relationships and Sex Education. In Year 10, Core P.E. has also been reintroduced.

Additionally, pupils choose a range of option courses to personalise their curriculum. Pathways guidance is given to pupils during the options selection process which draws upon a range of data. Almost all pupils study Level 2 courses consisting of GCSEs and/or Vocational Qualifications which will prepare them for further Level 3 study at College/Sixth Form. Where pupils have more profound learning difficulties and cannot access Level 2 qualifications, a bespoke programme of study is carefully built for them in order that they can progress towards achieving recognised Functional Skills Qualifications, Awards and Certificates.

Throughout both Primary and Secondary Phases, subject leaders plan curriculums which provide challenge for all, based on the progression model. They identify incrementally more challenging subject content, key knowledge and vocabulary which is taught consistently across year groups. These are identified in Curriculum Progression Maps and enable pupils to develop fundamental schemata necessary for linking new learning. Clear timelines for assessment are also carefully planned to enable teachers to judge the depth of pupils' knowledge acquisition/understanding and ensure written or whole class feedback for pupils moves learning forwards.

The Wider Curriculum

In line with our mission statement, Holy Trinity aims to develop and nurture the whole child. Our belief is that this education can take place both in and out of the classroom. We deliver Careers and Enterprise education starting in Year 1 through to Year 11 during AC drop down days and in the secondary phase these days also provide opportunities for PSHCE. Throughout school, Citizenship and British Values are taught through the PSHCE programme but also through a variety of enrichment opportunities such as the School Council, Parliament Week, Picture News and guest speakers. We usually offer external visits for pupils and invite external providers into school to run alongside extra-curricular activities. However, due to Covid-19 visits have been suspended at various points and are not taking place at the moment. Nevertheless, we continue to ensure that our pupils engage with the wider curriculum through remote access to a variety of external events, providers and mental health and well-being sessions.

Inclusion

Teachers set high expectations for all pupils. They 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, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to 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 and information report.