



# HOLY TRINITY

A learning community providing Catholic and Church of England education for all

## Curriculum overview – Primary and Secondary phases

Our Mission	Holy Trinity celebrates the uniqueness of every person as a child of God. We seek to create an inclusive and supportive learning environment, based on Gospel values, that nurtures each individual in order that they reach their full potential.															
Our Vision	At Holy Trinity, Christian values are at the heart of the school and its curriculum. We believe that every child is entitled to a well-planned, ambitious, broad and balanced education which gives them the knowledge, skills and support needed to grow spiritually, morally, personally and academically. 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 and as such, we aim to provide a learning climate which is welcoming and inclusive as well as challenging and ambitious. The curriculum in all its aspects aims to give all our pupils the opportunity to succeed in school and beyond.															
Intent	A focus on Reading where we are driven to ensure every child is able to read for pleasure and for learning.	Visitors to enhance the curriculum and bring learning to life and inspire aspiration.		Assemblies that inform and encourage children to reflect and <b>celebrate</b> .		Various extra-curricular clubs <b>nurture</b> new and existing interests, good relationships and mental/physical wellbeing.		Learning outside the classroom including educational visits, trips and residential.		British Values are evident across the school <b>community</b> .		Develop pupils’ understanding of their faith/beliefs, place in the world, their impact on others and social justice				
	Classrooms are <b>inclusive and supportive learning</b> environments where children can make good progress.	Enable pupils to develop a deep subject knowledge and the skills of each subject discipline, linking and connecting ideas.		Ensure pupils understand the Key Learning and acquire Key Vocabulary (tier 2 and 3) over time.		Give opportunities to develop the skills needed for lifelong learning so pupils can achieve their full <b>potential</b> in school and beyond.		Opportunities which are relevant to, and include input from, the local <b>community</b> .		Develop strong partnerships with parents (parents evenings, Parent Support Advisor, Learning Mentor, Student Support Officer, Wellbeing Mentor, newsletters, social media).		Children learn and understand about a range of faiths and cultures allowing them to show tolerance, understanding and appreciation; to develop a culture of <b>inclusivity</b> .				
	Engaging and inspirational classroom environments which promote collaboration and teamwork and develop resilience.	Ensure children have a full awareness of how to keep themselves safe both on and offline.		Children are <b>nurtured</b> to develop a Growth Mind-set approach to learning.		Success is <b>celebrated</b> by all.		Children are aware of and can respond to issues affecting the wider global community and their lives as <b>individuals</b> .		Develop well rounded, caring children who are valued for their <b>uniqueness</b> .		Ensure children have an understanding of a healthy lifestyle (mentally and physically).				
Implementation	Personal, Social and Emotional Development		Communication and Language		Mathematics		Literacy		Understanding the World		Physical Development		Expressive Arts and Design			
EYFS	Phonics		English		Maths		Science		History		Geography		French		PSHE/SRE	
Primary only	Music		Computing		Religious Education		Physical Education		Careers		Art		Design and Technology		Drama	
Cross-phase	Literature		Engineering		Sports Studies		I Media		Health and Social Care		Business		Food Technology			
Secondary only	Moderation of judgements Most single teacher subjects in secondary phase are part of a wider department enabling collaboration.		Feedback (verbal and written) to move learning forwards.		Class teacher monitoring of pupil progress and attainment.		Specialist teachers teach in Primary phase.		Homework, online learning and remote learning.		Joint planning and sequencing of Key Concepts across primary and secondary phases.					



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	Two form entry in Primary so classes can collaborate and teachers can plan together.	Subject leaders monitor planning, attainment and work.	Challenge for all and support where necessary. Intentions if required.	Various teaching strategies: modelling, questioning, research based practice High quality CPD (internal and external).	Teachers have an in-depth knowledge of their classes.	Lessons in primary phase are taught thematically and through an enquiry approach wherever possible to make links across subjects to deepen understanding.
	Worship Leaders in primary and Chaplaincy Leaders in secondary plan, deliver and evaluate worship. They lead us to adore, praise and give thanks.	An Active School Council with members of all Holy Trinity Houses represented through the primary and secondary phases.	We take part in UK Parliament Week to be informed about the UK Parliament, take action and make an impact on the issues we care about.	We take part in National and International Awareness Days and Weeks, e.g. Earth Day and Black History Month, Safer Internet Day.	Active Junior Road Safety Officers (JRSOs) who help inform everyone in all aspects of Road Safety in Primary.	Performances to celebrate key festivals and learning (Harvest/Easter/Christmas) as well as for pleasure (School Show).
	Cross-phase house system increases sense of identity and belonging within the school.	A range of extra-curricular clubs provide physical, creative and caretaking activities for pupils.	Y11 Head Boy, Head Girl and prefects act as role models for wider school community.	Retreats for all pupils to experience a sense of purpose and higher meaning in their lives.	Planned opportunities for delivery of careers, PSHE and enrichment.	Global and local charity events raise awareness and support good causes.
Impact	Children are <b>nurtured</b> to become independent lifelong learners who are self-motivated to succeed.	Children can apply their new learning in different contexts – transferable skills.	Clear progress for every child in every area – regardless of their starting point.	Children are <b>nurtured</b> to develop a growth mind-set: resilience, a desire to do well	Attainment is in line with national or better in primary and progress is positive in secondary	The <b>uniqueness</b> of each <b>individual</b> child is valued by all and their successes are <b>celebrated</b> .
	Children can recall learning and talk about their new knowledge.	Children can apply their reading and oracy skills when learning in lessons.	Children take pride in their presentation.	The choices children make benefit the school and local <b>community</b> . Children make a positive contribution	All children achieve their full <b>potential</b> .	Children are ready for the next stage of education/training.
	Children can talk sensitively and give considered opinions about aspects of the world they live in.	Children can talk about how school helps them to <b>supports</b> them to learn and be successful.	Pupils are tolerant and respectful of others within and outside of the school <b>community</b> .	Behaviour for learning is good.	Children feel <b>included</b> and enjoy school.	Children demonstrate positive behaviour in and out of school and when using technology.

The impact of our curriculum is assessed by:

- Subject leader planning, subject Profiling and subsequent development plans
- Data analysis and outcomes
- Lesson observations/drop ins
- Work scrutiny
- Displays
- Pupil voice e.g. School Council/Junior Road Safety Officers/Worship Leaders/questionnaires
- Parental feedback e.g. questionnaires/emails/text messages