



HOLY TRINITY

A Catholic and Church of England Voluntary Academy
St Clare Catholic Multi Academy Trust

Curriculum Statement

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.

Vision and Intent: 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.

We aim to:

- Create classrooms which are inclusive and supportive learning environments where children can make good progress
- Develop engaging and inspirational classroom environments which promote collaboration, teamwork and develop resilience
- 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
- Focus on reading to ensure every child is able to read for pleasure and for learning
- Promote British Values across the school community
- Develop pupils' understanding of their faith and/or beliefs, place in the world, their impact on others and social justice
- Ensure pupils are aware of and can respond to issues affecting the wider global community and their lives as individuals.
- Ensure pupils learn and understand about a range of faiths and cultures allowing them to show tolerance, understanding and appreciation; to develop a culture of inclusivity.
- Bring in visitors to enhance the curriculum, bring learning to life and inspire aspiration
- Promote learning outside of the classroom through educational visits, trips and residential
- Provide assemblies which inform and encourage children to reflect and celebrate
- Offer extra-curricular clubs to nurture new and existing interests, social and inter-personal skills, as well as promote physical and mental wellbeing
- Ensure children have an understanding of a healthy lifestyle (mentally and physically).
- Ensure children have a full awareness of how to keep themselves safe both on and offline.
- Provide learning opportunities, which are relevant to, and include input from, the local community.
- Give opportunities to develop the skills needed for lifelong learning so pupils can achieve their full potential in school and beyond
- Develop strong home/school partnerships to ensure the best possible outcomes for pupils
- Celebrate success



- Develop well-rounded, caring children who are valued for their uniqueness.

Implementation

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 and Science are also taught discretely by subject specialists to some year groups.

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, Relationships and Sex Education and Core P.E.

Additionally, pupils choose a range of option courses to personalise their curriculum. Most pupils choose at least 1 humanities subject and 2 other 'free choice options' are given. Almost all pupils study GCSEs and/or Vocational Qualifications which will prepare them for further Level 3 study at College/Sixth Form. Where pupils are unable to access this mainstream provision and achieve a full suite of Level 1/2 qualifications on offer to the general KS4 population, 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 to access next steps in education/training.

Curriculum progression is a key focus for subject leaders. Throughout both Primary and Secondary Phases, subject leaders plan curriculums which provide challenge for all, based on the progression model and which cover the content specified in the National Curriculum. These curriculums identify incrementally more challenging subject content, key knowledge, vocabulary and skills for learning in each year group. These are identified in Curriculum Progression Maps and enable pupils to develop fundamental schemata necessary for linking new learning. Clear timelines for assessments are carefully planned and subject driven to enable teachers to judge the depth of pupils' knowledge acquisition and understanding at key points in their learning journey. Verbal/written feedback moves learning forward; this may be individualised or whole class. For more information, please refer to our 'Assessment and Feedback' policy which is on the school website. Homework is also set in-line with our 'Homework' policy and gives pupils the opportunity to consolidate learning done in lessons. For more information, please refer to our 'Homework' policy which is on our school website.

Through primary phase and secondary phases, we place emphasis upon reading competency. In primary we use Accelerated Reader to support pupils in selecting appropriately challenging reading books to support their acquisition of reading skills and in secondary, pupils in Y7 and 8 read during form time. All subject teachers place emphasis upon equipping pupils with tier 2 and 3 vocabulary and support pupils to access disciplinary reading. Phonics is used through-school to support older early-stage readers.

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 from Year 1 to Year 11 during drop down sessions with independent advice and guidance (IAG) becoming particularly focused in Year 11 to support transition to further education or training. 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, visiting guest speakers/organisations and through external trips/educational visits. The mental health and wellbeing of our pupils is prioritised. We have our own in-house mental health and wellbeing co-ordinator and safeguarding and wellbeing mentor and we have capitalise on partnerships with local mental health services. Our school Chaplain works closely with pupils and they are encouraged to develop their faith through collective worship, prayer and reflection as well as demonstrate their faith in action by serving others through volunteering and charity work. Extra-curricular activities enable pupils to develop their social and inter-personal skills whilst participating in activities which they enjoy such as craft club, sports and the school show.

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to judge the knowledge and skills of pupils and identify gaps/misconceptions. They 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.

Impact

The impact of our curriculum is that pupils are:

- nurtured to become independent lifelong learners who are self-motivated to succeed
- able to talk about how school supports them to learn and be successful
- are able to apply their new learning in different contexts – transferable skills
- able to talk sensitively and give considered opinions about aspects of the world they live in
- tolerant and respectful of others within and outside of the school community
- included and enjoy school
- nurtured to develop a growth mind-set: resilience, a desire to do well
- demonstrating good behaviours for learning
- demonstrating good behaviour in and out of school and when using technology
- valued for their uniqueness and their successes are celebrated

- able to apply their reading and oracy skills when learning in lessons
- taking pride in their presentation
- making choices which benefit the school and local community. Children make a positive contribution
- able to recall learning and talk about their new knowledge
- making progress in every area – regardless of their starting point
- attainment is in-line with national or better in primary and progress is positive in secondary
- able to achieve their full potential
- ready for the next stage of education/training