



Curriculum Statement 2024

Intent and Design What are we trying to achieve?

Curriculum Overview						
Key Principles Underpinning our curriculum	LITERATURE-RICH LEARNING ENVIRONMENT Every pupil becomes an avid reader	PURPOSE FOR LEARNING Learning Means The World	PROGRESSION OF KEY CONCEPTS AND SEQUENCE OF CONCEPTS Progression that builds on sequential prior knowledge. Knowledge is carefully chosen, sequenced in a meaningful way that engages and extends learning.			APPLICATION OF BASIC SKILLS Opportunities to practice & consolidate
		BESPOKE IDENTITY for each subject area	CULTURE	COMMUNICATION	CONSERVATION	CONFLICT
			ASSESSMENT Assessment endorses and evidences a deep body of knowledge for all pupils			
Knowledge Animation Previous knowledge New knowledge created through dialogue and collaborative processes. Known Knowledge Facts, theories research						

Learning Behaviours	<i>'Each day opens up horizons of hope, aspiration and joy!'</i>					
	Wisdom	Communication	Resilience	Collaboration	Pride	Ambition

Implementation How do we organise Learning? *'the right learning at the right time – the right objectives in the right sequence taught in the right way'*

Provision	Lessons	Focus Events	Visits/visitors	Trinity Partnership	Ripon heritage	Distinctness	Out of hours learning
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EYFS Areas of Learning	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design	RE
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Context	CONTEXTS FOR LEARNING – FOCUS THEMES – CATALYST QUESTIONS Authentic purpose and contexts for learning							
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Characteristics of effective Learning	Playing & Exploring – Engagement <i>Pupils investigate and experience things and 'have a go.'</i>	Active Learning – Motivation <i>Pupils concentrate and keep on trying if they encounter difficulties and enjoy achievements</i>	Creating & Thinking Critically <i>Pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i>
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High Impact Teaching Strategies	Setting goals- clarity of objectives with structured lessons	Questioning to assess understanding	Modelling explicit teaching with planned adaptive challenge	Summarising and embedding vocabulary & sentence stems.	Collaboration Learning Approaches	Metacognition & self-regulation	Effective, Personalised Feedback	Worked examples Use of visuals in explanations	Multiple exposures Plenty of Practice
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Evidence of learning	Learning objectives/success criteria using	Range of pupil generated evidence.	High standards of basic skills	Positive, supportive feedback	Pupil drafting and editing	DIRT 'Dedicated Improvement and Reflection Time'	High quality presentation
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Impact Are we making a difference? How do we know?

Evaluating Impact	Holistic view of the whole child	Internal & external data scrutiny	M&A Calendar focusing on SDIP priorities	'Plan Do Review' Continuous improvement cycle	Proactive formative & summative assessment	Interactive whole school community voice	Accountable Leadership
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How?	Lesson Studies	Planning Audit	Community voice	Work Scrutiny	Data analysis	Key Priority Monitoring	Appraisal	External QA
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Evidence of Impact	Confident, independent readers with a passion for reading	Enthusiastic and engaged learners Pupil Voice	'Life in all its fullness' John 10:10	High Standards of attainment and achievement	Excellent behaviour and attendance	Team Trinity	External endorsement Parent Voice Ofsted SIAMS
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Context

The Federation of Holy Trinity Church of England Schools is set over two sites. Our schools are located on the outskirts of the cathedral city of Ripon. Ripon is a cathedral city steeped in history and home to magnificent historical buildings and long-observed traditions. The city is proud of its ecclesiastical heritage, which is entwined with the church, both due to the cathedral in the city centre and its proximity to the nearby Fountains Abbey. Ripon has a rich military history; many pupils who attend the school are from military families. The Federation is representative of the emerging diversity within the city. Across the schools we have twenty-three different languages represented in our school. Every child is recognised as a unique individual at Holy Trinity. We celebrate and welcome the differences within our school community.

Rationale

The Federation of Holy Trinity Church of England Schools is committed to creating a welcoming community of faith where we learn and flourish together. Our curriculum encompasses the planned activities that we as a school organise learning, personal growth and development. Our curriculum includes the statutory requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of pupils at Holy Trinity. It also includes the 'hidden curriculum', or what pupils learn from the way they are treated and expected to behave. We offer all our pupils an environment which opens up horizons of hope, aspiration and joy! As part of our community of faith pupils grow into positive, responsible people, who can work and co-operate with others. As they learn and flourish together they develop knowledge, skills and attitudes to learning leaving Holy Trinity as confident, aspirational learners ready for life in all its fullness.

Our Curriculum Policy is inclusive designed to support the way in which all members of the school can learn and flourish together. Each day opens up new opportunities, a fresh start bringing horizons of hope, aspiration and joy!

Intent

At Holy Trinity, we have designed and implemented an aspirational curriculum that is both immersive and progressive. We use a carefully planned model, with both breadth and depth, that is highly relevant and purposeful, and that truly broadens pupils' outlook and views by promoting global perspectives. Our intent is to raise standards across all subjects, so our pupils engage with learning enabling them to flourish as confident, aspirational learners ready for life in all its fullness.

We provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning, which reflect the values and skills needed to promote responsibility for learning and future success.

We aim to offer hands-on, cohesive and challenging learning, highlighting human creativity and achievement. We strive to help our pupils realise the full potential they have to achieve and succeed, not just at school, but as educated citizens within their own community and on a wider global scale. We want the pupils' learning to be more 'outward-facing', enabling them to become well-rounded and happy individuals who contribute positively to our community, society as a whole and on a wider global scale.

We aim to provide all our pupils with a broad and deep curriculum, that is highly relevant and purposeful, exciting for both staff and pupils, and that is aligned to our unique locality and all it has to offer. Our curriculum offers a wide range of inspiring, engaging and exploratory learning experiences, that includes developing cultural capital through planned activities, such as visitors in and trips out. Providing our pupils with opportunities for learning which lead to maximum growth and development is a key priority, including designing and implementing a curriculum that is best suited to their specific needs.

Legislation & Statutory Requirements

At The Federation of Holy Trinity Church of England Schools, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the DfE (2021) 'Statutory framework for the early years foundation stage'

2014 National Curriculum for Key Stages 1 & 2

Statutory framework for the early years foundation stage'

The curriculum is divided into three stages:

- Early Years Foundation Stage from ages 0-5
- Key Stage 1 (Years 1-2) from ages 5-7
- Key Stage 2 (Years 3-6) from ages 7-11

How do we know the National Curriculum is covered?

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of our pupils.

Subject	
English	
Phonics and early reading	Little Wandle
Reading	Babcock
Writing	Bookwrite
Spelling	Little Wandle progress to No Nonsense Spelling
Maths	
Maths Curriculum	Power Maths
Fluency	
Science	Learning Means The World adaptations of Dimensions Curriculum
PE	PE Shed
Music	Learning Means The World adaptations of Dimensions Curriculum
History	Learning Means The World adaptations of Dimensions Curriculum
Geography	Learning Means The World adaptations of Dimensions Curriculum
RE	NYCC Understanding Christianity
Computing	Learning Means The World adaptations of Dimensions Curriculum
PSHE	Learning Means The World adaptations of Dimensions Curriculum
MFL Spanish	
Art	Learning Means The World adaptations of Dimensions Curriculum
Design Technology	Learning Means The World adaptations of Dimensions Curriculum

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests. In KS1 and KS2 our curriculum is all planned on a yearly cycle with an emphasis placed on 'wow' experiences, cross curricular links and learning supported by quality texts and other quality experiences, including carefully placed trips and visitors to school. We have a strong and clear learning sequence across school which ensures the progression in each subject, enabling powerful learning as children build on and link to previous learning. Their learning will interweave, build seamlessly each year and develop depth as they 'know more and remember more'. Our curriculum design supports children committing their learning to long term memory.

Rationale for Implementation of Learning Means the World

We have implemented Dimensions Learning Means the World Curriculum as a foundation for achieving our outlined intent. Our personalised, cohesive Learning Means the World curriculum is innovative, forward-thinking and highly relevant – dealing with tomorrow's issues today.

Learning Means the World provides pupils at Holy Trinity with a broad, balanced and sequenced curriculum. The introduction of Learning Means the World has provided teachers with a thematic approach to teaching and learning designed to stimulate pupils' curiosity, support their thinking and promote aspiration and a joy for learning. Our thematic approach offers pupils opportunities to learn and flourish together. Learning Means the World takes a cross curricular approach to learning, enabling our pupils to make links across subjects, deepening their knowledge, understanding and consolidation of key skills. At Holy Trinity we believe this approach provides an ambitious, highly visible curriculum offer which provides National Curriculum coverage and provides Subject Leaders with a clear overview of the progression of skills and knowledge which instills in our pupils a love of learning.

The Four C's

- ✓ **Communication**
- ✓ **Conflict**
- ✓ **Conservation**
- ✓ **Culture**

Our curriculum narrative begins with **Communication**, as this underpins and links to the other three focus areas. We have followed this with **Conflict** which affects the present as well as having a focus on the past, specifically learning from mistakes. Our next theme is **Conservation** which looks to the future and a better, sustainable world. And finally, our theme is **Culture** because we believe that understanding diversity and identity is essential for our pupils to fully embrace society.

We also encourage our pupils to have high aspirations by teaching them about human creativity and achievement through additional Competency Units about famous figures that focus on Creativity, Commitment, Courage and Community.

Communication

As a Federation, we have noticed a deterioration in early language skills, due in part to covid restrictions, and the negative impact that this has had on child's communication skills has the have moved up through school. As such, we have identified developing excellent communication skills as a priority for equipping our pupils for the future. Our curriculum provides a wealth of opportunities for pupils to develop their language and vocabulary, helping them to articulate their learning, express their thinking and opinions clearly in discussion, debate and presentation, as well as enabling collaboration and exchange of ideas. We want our pupils to use a wide range of communication tools as a means of increasing confidence, developing self-regulation and nurturing their critical thinking skills.

Conflict

As a school we are situated with in a city proud of its a rich military history and hence, conflict plays a big part of the families represented in school. Remembrance commemoration is a big part of our city's tradition, and we feel it is important that our children play an active role in this. We believe that life skills should be taught throughout the curriculum and an understanding of responsible, respectful behaviour is an important aspect of learning. Having a developed understanding of sources of conflict and recognising the impact that conflict can have on relationships at a personal, local, national and international scale, we believe, will make a difference to their own choices. We want our pupils to be able to independently manage conflict, whenever it may arise, in a constructive, timely manner. Through this curriculum we believe we can provide our pupils with strategies to deal with conflict issues in a positive way.

Conservation

We want our pupils to fully appreciate and benefit from all that the local area has to offer. We feel they will do this best through a curriculum that puts sustainability at the heart of the curriculum, employing a more structured approach to developing environmental awareness and appreciation, not just at local, but also national and global levels.

Culture

As a school with a changing demographic, we have identified the need to teach our pupils to fully appreciate and embrace cultural diversity, learning about and experiencing a range of different cultural and faith heritages found in wider society. As a church school our vision and its associated values are grounded in a clear theology firmly rooted in a Christian narrative. We created our vision from the theological roots taken from 1 John 4:11-12 alongside our deeply rooted belief that we are 'Loved by God and one another.' These biblical roots are woven throughout our curriculum.

We want our pupils to value diversity, understand the roots and importance of cultural heritage and to behave in a respectful and tolerant way towards others, regardless of faith, ethnicity or background. We actively and explicitly promote cross-cultural friendship, respect, tolerance and understanding through 'Learning Means the World'.