



The Federation of Holy Trinity Church of England Schools

Curriculum Policy

'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together.'

Each day opens up horizons of hope, aspiration and joy!



Agreed by staff	28.04.2024	PDM email
Ratified By Academy Council	22.05.2024	LAC Minutes
Shared with Parents	23.05.2024	Website
Policy Revisit	Autumn Term 2024	SLT
Policy Review	May 2025	LAC

Curriculum Policy

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 BESPOKE IDENTITY for each subject area	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	ASSESSMENT Assessment endorses and evidences a deep body of knowledge for all pupils
			CULTURE	COMMUNICATION	CONSERVATION		
			Sticky Knowledge			CONNECTIONS	
			Embedded through Federation 4			Transferable knowledge and understanding	
			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	Distinctiveness	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**

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	Collaborative 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 (infant and junior). 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 service families.

The Federation is representative of the emerging diversity within the city. We are a welcoming community of faith. Our theological vision draws inspiration from the Bible narrative, 'The Good Samaritan' which is found in the gospel of Luke 10:25-37 in the New Testament. The Good Samaritan parable demonstrates to our children that regardless of a person's background or belief, each person is valued and needs our love. Jesus tells us to, 'Love your neighbour as yourself'. (Luke 10:27). The Samaritan is embraced for his love of others, providing the model for our behaviour and actions. In our city and school, there is a transient population. The parable reinforces our welcoming community of faith; pupils and their families experience hope as they join and leave our schools. 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 is designed to celebrate our local heritage whilst also opening up horizons to the global community our pupils will live and work within.

Our curriculum meets the statutory requirements of the National Curriculum, with clear progression and sequencing of key skills and knowledge. Our curriculum also includes the 'hidden curriculum', or what pupils learn from the way they are treated and expected to behave. As part of our community of faith pupils grow into positive, responsible people, who can work and co-operate with others. We offer all our pupils an inclusive learning environment, 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.

We aim to offer hands-on, cohesive and challenging learning, highlighting human creativity and achievement. 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 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 aim to provide all our pupils with a rich curriculum that is exciting for both staff and pupils, and is aligned to our unique locality and all it has to offer. 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. As we develop our curriculum, we offer a wide range of inspiring,

engaging and exploratory learning experiences, which contextualise our pupils' learning and broaden classroom-based learning. Our curriculum is designed to build multilayered cultural capital and take advantage of all that our city has to offer. We overcome the challenging economic climate by exploiting the rich heritage in our city and the expertise within our local and extended community through trips to local museums, walks around the city to compare buildings, fieldwork in and around our rivers, and deepening understanding of our military links through visits to the Spa Gardens. Pupils benefit from carefully sourced visitors who volunteer to visit school (e.g. authors and local nurses, police officers, sports coaches, musicians and vets).

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 progressing to No Nonsense Spelling
Maths	
Maths Curriculum	White Rose Maths
Fluency	No Nonsense
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

Our EYFS Curriculum sets out the seven areas of learning and development and all pupils engage in a well-planned blend of whole class, group and individual learning opportunities. At Trinity, the EYFS curriculum encompasses everything that we teach, both inside and outside of the classroom. It begins from the moment the children join us and continues throughout their journey in EYFS. Our curriculum has our Christian Vision at its heart and is ambitious and aspirational for all. We know this because we have developed our curriculum

design and planning in-line with the EYFS Framework and Development Matters guidance, and continuously review it based on current best practice, for example, the 2024 OFSTED research analysis document on Strong Foundations in the first years of school and EEF guidance reports.

In KS1 and KS2, our curriculum is a whole school thematic curriculum with cross curricular links and learning supported by quality texts and stimulating learning experiences. We have well-planned structures across school which ensure a clear sequence in each subject and enable progressive learning as children build on and link to previous learning. Our thematic learning interweaves, building each year and developing depth as children ‘know more and remember more’.

Rationale for Implementation of Learning Means the World

We have implemented the 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, while 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 instils in our pupils a love of learning.

The Four Cs

- ✓ **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 children’s communication skills as they 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 is real to many 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 the pupils' own choices. We want our pupils to be able to independently manage conflict, whenever it may arise, in a constructive, proactive 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 its heart, 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 our Learning Means the World curriculum.

Curriculum Skills

Subjects are taught through thematic units, both through Skills Development Tasks and through projects which then apply those skills. The keys skills for each subject have been mapped across each thematic unit to show coverage using subject **Skills Maps**.

Skill progression is mapped out on subject through **Skill Progression Maps**. Our Skills Ladder are the bedrock of our curriculum model, giving a clear upward trajectory of subject-specific, skills-based learning. The Skills Ladder acts as an incremental model for skills acquisition and provides a benchmark for each year group, with teachers using the skills statements as a model for progression throughout the school. Growing in complexity and demand across Key Stages 1 and 2, pupils' learning when linked to the Skills Ladder enables them to make good progress in their learning.

Subject **Knowledge Progression Maps** ensure rigor and coverage and provide subject leaders with a clear, birds-eye view of the progression and expectation of 'sticky knowledge' for each cohort. Knowledge is sequenced and mapped deliberately with six distinct fundamental learning pillars for each subject using progressive cognitive blocks. These are then applied to each thematic unit in the form of knowledge statements, that increase in complexity through the key stages and provide a big picture of knowledge progression throughout the school. The Learning Means The World Knowledge Building Pillars form a robust model of progression for knowledge and understanding, helping pupils to assimilate, synthesise and apply their learning within different geographical contexts. This also means that concepts are cumulatively built upon. For example, Processes and Changes in Geography would show children learning about deforestation in Madagascar in KS1, identifying and using sources of evidence that show the changing landscape of Africa in LKS2 to learning about cause and effect of air and water pollution in different parts of the world in UKS2.

Elements such as our Catalyst Questions, Pupil-Led Activities and Essential Learning Experiences also ensure a greater depth of learning. Concept Flows give a logical sequence to learning and the Learning Pathways ensure pupils experience clear progression.

Information Technology truly underpins children's learning at Holy Trinity. Click the link to view how we ensure pupils safety. [Link to policies](#)

How do we plan for effective learning at Holy Trinity?

The right objectives at the right time in the right balance at the right level where learners think and do lots, apply basic skills well and develop essential learning skills.

Planning for Teaching and Learning Experiences

At Holy Trinity, our curriculum is firmly based on the National Curriculum, yet adapted for our pupils, so that it is relevant to all. Our curriculum is planned vertically to ensure progression of knowledge, challenge and skills over time and horizontally to ensure broad and balanced coverage each year for all subjects. Dimensions resources are used to provide a foundation for our noncore curriculum, effectively blending subjects into our Learning Means the World curriculum thereby making meaningful, deep links between

History

subjects. Catalyst questions are used to engage pupils; this helps them to shape future learning opportunities.

Long Term Planning

Our pupils are on a learning journey made up of incremental steps. These steps are known as **components** of the curriculum.

Our aim as teachers is to help them reach different destinations on that journey. These are known as **composites**.

By definition, **composites**, relating to the National Curriculum, are top level outcomes which are multi-faceted summaries, involving a range of knowledge and skills. Each of these **composites** is made up of its constituent parts referred to as the **components**. These **components** need to be sequenced so that all children can build upon previous learning and apply prior knowledge and skills.

Examples

Composite

To learn to paint effectively with colour

Composite

To learn the names of, describe weather associated with and observe changes across the four seasons

Components

Knowledge Components

Understand basic colour theory

Know about the effects / properties of different painting media

Know about different paint effects e.g. stippling, layering

Understand and use key art-related resources

Let's look at another example....

Components

Knowledge Components

Know the names of the four seasons

Know when they take place

Know the basic characteristics of each season

Know similarities between seasons

Know differences between seasons

Skills Components

This structured approach is central to our foundation subject planning 'Learning Means the World' Curriculum, as our design is anchored on the belief that a clear approach to building knowledge and skills is essential to effective learning. We use a Knowledge Building System to help define composites, 'Concept Flow' as a means of defining components and our Skills Ladders as a means of developing expertise in step-by-step increments.

Long Term Planning is a subject specific yearly overview of how the national curriculum will be covered: **components**.

Medium Term Planning sets out a sequence of lessons in all subjects so that content, knowledge and skills are taught systematically and explicitly in logical progression to enable children to build on prior learning to achieve clear outcomes: composites. Some medium-term plans come from formal schemes and are adapted by teachers to meet the needs of their pupils. All plans are working documents which are reviewed and revised by teachers and leaders to ensure the best possible learning outcomes for our pupils by the end of a unit of study.

Short Term Planning identifies the key learning objectives, end points of learning, key questions and vocabulary (juicy jargon) for each lesson to ensure all pupils know more, remember more and be able to

do more by the end of each lesson. Short term planning also includes planned adaptive curriculum strategies to meet the needs of all pupils.

Specific Subject guidance is outlined in

Guide to Good Practice Maths
Guide to Good Practice English

Planning Expectations

- ✓ National Curriculum Key Objectives/subject LTPs to assess and plan individual learning
- ✓ Agreed planning format to be used (see Teams) to evidence curriculum coverage and enable leaders to monitor effective coverage
- ✓ Teaching must be adaptive and responsive to needs of the cohort
- ✓ Timetable must reflect agreed school strategies i.e. LMTW/ Same Day Intervention / Maths/ Writing / Spelling / Reading Plus / class novel
- ✓ Teachers to plan for quality rather than quantity
- ✓ In planning, and in books, greater depth activities to be clearly highlighted
- ✓ Planning demonstrates a depth of knowledge, with evidence of active learning in lessons, including: first hand experiences; practical tasks; learning conversations; VAK learning; effective use of resources
- ✓ Key learning challenge questions to be evident on planning
- ✓ Adaptive teaching for priority pupils identified on planning and scaffolds available for them to easily access in lessons – avoid a ‘diminished diet’
- ✓ Any specific resources/learning scaffolds needed to support learning shown on planning
- ✓ Planning to be annotated where adaptations were necessary
- ✓ Planning to reflect adaptations and how curriculum is specifically adapted for SEND
- ✓ Quality texts to be planned for and incorporated into learning
- ✓ Teachers expected to plan for weekly homework. Homework days to be set and clearly communicated with parents
- ✓ Digital planning to be kept up to date on a weekly basis and should remain in school in the event of a staff absence

Learning Environment

Our learning environments are used as teaching tools. As a school, we keep them organised and make key knowledge and vocabulary accessible so that pupils can locate and use this key information easily and efficiently. This can be done by signposting or using neutral backgrounds and selecting and organising our displays carefully. Overcrowded and ‘busy’ displays are discouraged. In the EYFS, displays and resources are organised and labelled to enable learning and to teach children organisational and ordering skills. Displays around school are also used to showcase, value and celebrate children’s achievements and great work. Our children have input into these displays and the aim of them is to promote children’s self-esteem, alongside recognising and valuing excellent learning and achievement.

Assessment

Rigorous and meaningful assessment at pupil, class and subject level, is vital for consolidation; self-evaluation; to celebrate achievement and to reflect on progress made. Track Zone, our online tracking area for foundation subjects, and Insight, our core subject data system, enable recording, monitoring and updating of assessments in real-time, helping to identify gaps in learning and highlighting any areas for development. Learning Means the World Subject Leader Assessment Packs enable in-depth scrutiny of the clear progression in skills and knowledge and what learning has been acquired.

