



Holbeton Primary School

Curriculum Statement

Curriculum Intent

At Holbeton Primary School, we are proud to offer a curriculum which is broad and balanced, promotes a positive attitude to life-long learning and helps develop our children to become effective global citizens. It builds on the knowledge, conceptual understanding and skills of all children, whatever their starting points, as they progress through each Key Stage in readiness for their next stage of education.

The knowledge of our children and the coastal community in which they live have shaped what we believe is an exciting, innovative and creative curriculum, providing equality of opportunities to counter relative disadvantage/different starting points and meeting the needs of **all** our learners. We use outdoor learning as a vehicle to help engage children and set learning tasks in a memorable context. Our curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross curricular links. These skills are then practised in as many real life situations as we can provide in the classroom and within the local community. Inviting classroom environments stimulate and engage quality thinking and reasoning.

We offer a range of lunchtime and after school clubs, plus a range of additional curriculum events which further extend our children's learning opportunities. Again close work with the community help children find and hone a talent.

We believe our children possess unique talents, skills and qualities. As such, they have the right to succeed, the right to recognise their own greatness and the right to develop who they are in a respectful and nurturing environment. Our school ethos is firmly rooted in our values with a love of learning being the foundation of everything we do.

Our Curriculum Intention:

- Has an uncompromising focus on the development and application of **reading, writing and mathematics skills** which are transferrable across all subjects and into real life situations.
- **Balances academic success with wider attributes** such as creativity, responsibility, resilience, independence & working collaboratively, as well as physical development, well-being and mental health supporting the development of the whole child
- Plays a major role in developing our children's **love and passion for learning** using hooks and celebrations as motivational tools
- Uses Outdoor Learning to help make learning more memorable for children.
- Develops the ability to **think independently**
- Develops a **Growth Mindset** which is highly supportive to the children as learners: providing them with valuable tools for the future
- Celebrates **equity and diversity** supporting the pupils' spiritual, moral, social and cultural development.
- Enables our children to develop an understanding of the **wider world**, their place within it and how they will make a positive difference.
- Develops **children as leaders** by valuing children's voices and individual contributions and offering a range of opportunities to develop their leadership skills e.g. roles of House Captains ; the Eco Warriors; Sports Leaders; Librarians; Digital Leaders and through responsibilities given in their class.

In order to empower excellence in children, we believe that we need to work in partnership with parents and the community to achieve this. Parents, stakeholders and community members are invited regularly into our school to celebrate the children's work. We also engage local and wider community members as 'experts' to support thematic



Holbeton Primary School

Curriculum Statement

learning experiences; this provides the children with a meaningful audience and also celebrates with the wider school family the excellence that has been achieved.

Curriculum Implementation

We have invested in the Cornerstones Curriculum. This is a broad and balanced, knowledge and skills based online curriculum with a creative emphasis. The curriculum is delivered through a set of topics or themes. With our small school and mixed age groups, this topic approach ensures that projects are fresh for children within the same class. When teachers map out their topics, the online gap analysis highlights any subjects or standards that still need to be covered. Teachers assess against these standards to ensure coverage following delivery of the plan. Topics are chosen to match the interest of current learners, or to link with current local and/or national events.

Curriculum content includes the areas specified in the National Curriculum, providing a base for an education that ensures quality and progression and assessment is used to shape future learning. Using the National Curriculum as our starting point, we plan topics for our children which are engaging, often set in a real-life context, giving them the opportunity to work with a range of 'experts' and to participate in a range of visits.

Some subjects are taught in addition to the topics. We teach **French** as our Modern Foreign Language as Holbeton has very strong Twinning links with the French town of Bodolis. There is a great tradition of visits between the two villages and schools where children enjoy sharing their culture with each other.

Design and Technology and **Art and Design** are taught through the topics. Teachers aim to focus on one of these each half term, alternating between them through the year. Teachers also teach the life skills of making, cooking and sewing over the year.

To promote diversity and different cultures, teachers use every opportunity provided by the Art and Design, music and **Religious Education** curriculum.

Teachers plan outdoor learning whenever possible across the curriculum to make learning more meaningful and memorable for the children. Being outdoors has a positive impact on children's engagement.

Where possible, teachers use current children's interests to choose new topics. Child led investigations and projects are also used to help 'hook' children into the learning.

Curriculum Impact

Our **whole school team** strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps.

It is the **class teachers** and **TAs'** responsibility to ensure that classroom practice and subject delivery matches our strategic intentions. Leaders rigorously check implementation & review the curriculum using triangulated monitoring throughout the year to gauge the impact of the curriculum design.

Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development.

Senior Leaders rigorously check implementation and review the curriculum using triangulated monitoring throughout the year to gauge the impact of our curriculum model

Subject Leaders and **Senior Leaders** will collectively carry out performance analysis, which is linked to this triangulated monitoring, measuring performance against individual and school targets which are reviewed regularly.



Holbeton Primary School

Curriculum Statement

Governors, as part of their overall school scrutiny, monitor curriculum progress and impact via Headteacher Reports, SIP Progress Reviews and Governor Visits.