

What is the vision for Holy Trinity's Curriculum?	What impact has this had so far? <i>What further impact would we like to see?</i>
Inclusive:	
- For all abilities to access - For all pupils to reach their potential - SEND pupils are supported to make good progress - ELSA support for emotional needs of pupils - Links with diversity in that all pupils feel able to relate to the curriculum	- SEND and disadvantage pupils tracked for progress and attainment – gap is closing - Pupil Progress termly meetings discuss barriers and identify strategies to enable all pupils to achieve. May include ELSA or similar support - ELSA support has shown marked impact on pupils' emotional readiness to learn. Friendship or confidence dips also addressed. Addressing these issues enables pupils to access the learning/curriculum more readily. - E.g. pupils choosing a WWI hero to focus on had a huge impact on engaging boys in the learning. It included animals too! - Providing inspiring books for pupils of both gender and race has given pupils the confidence to engage and inspired them to achieve.
Ambitious for all:	
- Appropriately challenging for all abilities - Focus on disadvantaged pupils to provide support as necessary - Links with local schools to provide a competitive element - Providing a broad, high-quality curriculum in all subject areas	- Differentiation and deep learning in core subjects provides challenge for most able pupils. See % of pupils achieving greater depth at KS2. - Specialist teaching in Spanish provides deep learning
Relatable:	
- All our pupils can relate to the learning – it is made real for them because of text choices, how it is presented, choices about who to study (diversity) and where to study (what pupils can relate to but also areas that are very different to here). - Links are made between subjects to make the purpose and reason for learning clear. - We deliberately plan in topics each term to make explicit links between subjects. - Educational Visits make the learning relatable and put it into context. - Curriculum choices are made to be relevant for today's world (book choices, technology links, world issues)	- Pupils seeing images of people that 'look like them' has made the learning meaningful to them and encouraged further engagement. - Links between subjects (Topic Teaching) has had a big impact on knowledge sticking and being transferrable. See topic books for examples. Subject leader monitoring shows teachers are planning links across subjects to apply skills/knowledge. - Pupils report that the visits make the learning 'stick' and make it accessible.
Diverse:	
- Eye-opening - Diversity across all subjects planned into the curriculum (e.g. scientists, sports, artists, musicians, writers, inventors, explorers etc)	Deliberate choices in the curriculum to ensure pupils are exposed to diversity. The impact so far has been that pupils are able to relate to and engage with the learning more.

Progressive:	
- Skills and knowledge in all subject areas progress within each year group and across the whole school. - All National Curriculum/EYFS objectives covered. - Our Reading Curriculum builds on phonics skills to develop fluent readers who enjoy reading and have plenty of opportunities to show their understanding. - Learning is sequential and coherent.	School leaders and subject leaders are confident in progression and coverage through monitoring of planning, books and lessons
Fun:	
- Curriculum Enrichment: Educational trips and visitors to enhance and bring the learning to life – planned for every topic to cement learning - Extra-Curricular activities offer opportunities for experiencing a wider choice of activities - Celebrations to showcase learning and celebrate success - Curriculum Days (DT – Wacky Races, Science Day, PTA events) - Public speaking and acting included in services, assemblies and shows throughout the year.	- Educational visits and celebration days often provide an opportunity for pupils to showcase knowledge and achievement in a fun and memorable way - Curriculum Days (such as DT Wacky Races) was an opportunity to shine a spotlight on that subject as a whole school and see progression in action
Preparing pupils for their next steps:	
- Life skills identified and included in the curriculum through RHSE, P4C, Growth Mindset approach. - Opportunities for pupils to lead via a variety of roles and responsibilities (House Captains, Head Boy/Girl, Spiritual Leaders, Digital Leaders, Buddies). - Growth Mindset approach encourages pupils to make mistakes and fail and works on the independence and confidence. - Our vision of 'being happy and doing good' - Readiness for next steps – transition work and confidence building - Developing independence in readiness for next steps.	- Pupil Leadership roles have had a big impact on pupil confidence and pride in our school. The high volume of pupils applying for these roles is testament to their success. - Using Growth Mindset across the school has impacted on meta-cognition and attitudes to learning as seen in monitoring. - Shared vision provides a common purpose and sense of community - Each transition point has programme in place to aid transition and prepare pupils well
Environment at Holy Trinity	
- Forest School on site - Outdoor space - Spaces within the building to work in small groups	- Outdoor learning is a favourite of pupils! Engages them and develops skills - Daily mile and other physical brain breaks lends itself to improved learning - Rooms/spaces around the school for focus learning groups/tutoring/SEND provision/ pastoral support.

See website '[curriculum](#)' for each subject leaders' vision for their subject and how it links to our school vision. Subject leaders are currently working on preparing a document detailing the vision for their subject too.