

Our primary objective is to fulfil our School Aim of “Inspiring us all to create a better world ” through “Generosity of Spirit”, “ Commitment to Excellence” and “Service to Others.” and live by our Holmer Academy **Values**. We view education as an all-encompassing task that develops our pupils academically and socially, safeguards their physical and mental well-being, and develops them as responsible members of our community.

Curriculum Intent	Curriculum Implementation
<p>Our curriculum construction begins with the <b>knowledge</b> we want our children to acquire during their time with us. We have carefully identified what children should know at various milestones in each curriculum subject.</p>	<p>Our knowledge-rich curriculum is delivered through carefully planned, research based, curriculum schemes of work. This enables:</p> <ul style="list-style-type: none"> <li>+ Knowledge to be explicitly taught and learnt.</li> <li>+ Knowledge linked to build ever more complex schema.</li> <li>+ Purposeful, enriching, and real-life experiences linked to learning.</li> <li>+ Pupils’ ownership of learning</li> <li>+ Effective, linked and meaningful delivery of our curriculum, supported through the Holmer values, along with our vision of inspiring us all to create a better world.</li> </ul>

Our schemes of work are research based and reflect Ofsted’s most recent subject reports and reviews. In doing so, we are able to ensure the National Curriculum outcomes are achieved. Each year-group works as a team and follows the same scheme of work which is carefully sequenced in order to ensure that children gain the same knowledge, skills and experiences upon which they can build.

It is personalised by us, and galvanises the school’s **Aims and Values**, entwining **academic ambition and pupil’s Personal Development**

The aim is that children know more and remember more (and are able to apply what they know and remember) as a result of our well-sequenced curriculum, facilitating learning (a change to long term memory) to take place.

Our curriculum experience:

<b>Intrinsic Curriculum</b> (attitudes, behaviours, routines and expectations)	<b>Enhancement curriculum</b>	<b>Academic curriculum</b>	<b>Opportunities Curriculum</b>
<p>We believe in our aims of: Inspiring us all to create a better world through "Commitment to Excellence" "Generosity of Spirit" and "Service to Others"</p> <ul style="list-style-type: none"> <li>o Attitudes to learning</li> <li>o Positive behaviour</li> <li>o Behaviours for learning</li> <li>o Learning routines</li> <li>o High expectations</li> </ul> <p>Living the shared values of Holmer C of E Academy</p>	<p>We believe that education should support personal growth:</p> <ul style="list-style-type: none"> <li>+ Personal accountability</li> <li>+ Leadership</li> <li>+ Excitement</li> <li>+ Community &amp; partnerships</li> <li>+ PSHE</li> <li>+ SMSC</li> <li>+ Relationships and Sex Education</li> <li>+ Health education</li> <li>+ Spiritual Growth</li> <li>+ Worship</li> <li>+ Mental well-being</li> <li>+ Emerging issues</li> <li>+ Decision-making</li> <li>+ Global Goals</li> <li>+ Critical Thinking</li> <li>+ Celebration</li> </ul> <p>Creative activities that inspire every pupil to go further than they ever thought possible.</p>	<p>We believe in a broad, balanced, and enriching curriculum:</p> <ul style="list-style-type: none"> <li>+ Literacy</li> <li>+ Humanities</li> <li>+ S.T.E.M</li> <li>+ Arts</li> <li>+ Sport</li> <li>+ Languages</li> <li>+ Keep up intervention</li> <li>+ Extended learning</li> <li>+ Oracy</li> <li>+ Online learning programmes eg. TTRS, Spelling Shed</li> </ul> <p>Purposeful, adaptive and ambitious learning for all pupils.</p>	<p>We believe in meaningful education beyond the classroom:</p> <ul style="list-style-type: none"> <li>+ After school activities</li> <li>+ Trips and visits</li> <li>+ School representation</li> <li>+ Pupil Leadership Groups and pupil voice</li> <li>+ Performances and events</li> <li>+ Residential experiences</li> <li>+ Community work</li> <li>+ Arts and Sports</li> <li>+ Careers experiences</li> </ul>

## Would you like to know more about Our Curriculum?

At Holmer C of E Academy, all of our children follow a broad and balanced, inspiring CURRICULUM.

To *know more* is our first school priority, so Holmer's Curriculum is a **knowledge-based, strategically planned, sequence of learning**, preparing our learners for the next stage in their educational journey. Furthermore, Holmer is a 'talk rich' school, we equip children with the skills to listen actively, speak confidently and challenge ideas respectfully. Our school community understand that they have the right for their voices to be heard and that we will always listen.

The **National Curriculum** is a statutory requirement in England. Progression in the long and medium term is assured through the school's curriculum frameworks and schemes of work. Our schemes of work ensure the National Curriculum outcomes are achieved. Each year group works as a team and follows the same scheme of work in order to ensure that children gain the same knowledge, skills and experience.

Our Curriculum is **a result of extensive research and evidence drawn from Ofsted Subject Reports and HMI Reviews**. It is the product of Holmer's **Aims and Values**, entwining **academic ambition and pupil Personal Development**.

Children are engaged in their learning and educational benchmarks are clear. **Progress** is measurable. **Attainment, achievement and broader educational outcomes** are transparent. Challenge is from this sequencing of knowledge; engagement and motivation are from its delivery.

### CURRICULUM INTENT:

Holmer's curriculum **intent** is underpinned by the overarching Aim "Inspiring us all to create a better world" through Generosity of Spirit, Commitment to Excellence and Service to Others, as it is this, which guarantees **impact and excellent educational outcomes for all of our pupils**.

Driving the school *Aims and Values*, the *principles* of the Curriculum are:

**Purpose** - purpose is the point, the reason, the *why* something is being learnt. With this as a principle of the Curriculum, pupils make connections. Their network of knowledge creates the *whole picture* approach and enables children to build ever increasing complex schemas in their knowledge

**Interest** - learning is engaging. It motivates, inspires, cements ambition and forms goals. It is diverse, broad, relevant and develops pupils.

**Ownership** - we know our pupils and we are ambitious for every child. We use National Curriculum benchmarks so we can be held to account, but our bespoke Curriculum is for our pupils, inclusively, so every child can achieve their very best.

**Substantive Knowledge** - prerequisite *substantive knowledge* is the bedrock of our learning. These are the foundations that all learning is built upon.

**Disciplinary Knowledge** - This is the application of substantive knowledge; the reasoning in Maths, the enquiry in Science. It is the tactics in Sport and the ability to lead a healthy life, and the application in MFL. It is *disciplinary knowledge* that makes learning more than memory, and the future proofing of pupil's next steps.

All learning is *impactful, efficient, and effective*.

## **CURRICULUM IMPLEMENTATION:**

Pupils are partners in learning. This ownership ensures *accountability and enthusiasm, and a passion and excitement for learning*.

*Substantive and Disciplinary Knowledge is integrated into the curriculum.* Pupils understand about the accumulation of knowledge such that discrete subject knowledge is built on to *learn and remember more*.

The *enrichment and diversity* of the curriculum enthuses learners creating heightened ambition and high standards across the full breadth of the curriculum. We embrace New Technologies and foster knowledge of a fast-paced ever changing world.

Breadth of quality of provision is built on *expertise of staff* and well-developed, sustainable partnerships. *Learning is systematically planned*.

A **sense of community** at school, local, and international level flows through a curriculum rich in relevance for Holmer's pupils. Pupils embrace an understanding of their place in their community through:

- Shared opportunities to reflect, worship and celebrate
- developing empathy, care, and an ownership of behaviour in the school community;
- creating partnerships and accountability in the local community;
- preparing for our future through innovation and enterprise, and social responsibility in the national community;
- and using information and communication skills necessary in a changing world to develop our role in the international community.

Pastoral responsibility is developed through an emphasis of choice and decision making - and **individual and collective spiritual growth**.

### **CURRICULUM IMPACT:**

- The outcome of the curriculum is dependant on an ambitious **shared goal, core aims and values and robust foundations**
- The Aim of "Inspiring us all to create a better world" through Generosity of Spirit, Commitment to Excellence and Service to Others as the moral purpose upon which our curriculum is based **outlines** not only expectation, but the curriculum's vision and core purpose. The continued growth of the curriculum builds on the shared principles of **relevance and purpose, and ownership** - but the accountability to **acquisition of knowledge** is its key evaluative criteria.
- The Curriculum's continued evaluation, growth and improvement - is equally as key as its, diversity, and spiritual/cultural accountability. Our Curriculum is accountable to all stakeholders, and is evidenced through **measurable outstanding outcomes** for all pupils. It is fundamental in its contribution to an outstanding school.