

Curriculum Statement

Holway Park School CP School & Autism Centre

We offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

We aim for our curriculum to create:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Through Holway Park 4Ss/Think Like a Learner we are developing and understanding the language around Stargaze-Spirit-Strive-Sparkle. Please read our Holway Park 4s - Stargaze- Spirit- Strive- Sparkle. A core part of this includes enabling all children to realise their potential through promoting reflective, resilient and 'growth mind set' behaviours towards learning. Celebration assemblies focus on these areas and the Year 6 leaver's assembly provides a time to celebrate and share their time at school with parents.

We ensure that time is taken every week to deepen children's understanding of 'thinking like a learner', work we developed with Di Pardoe and Tom Robson. This encourages pupils to think about personal responsibility and liberty.

In addition to the National Curriculum, we have recognised that a significant number of pupils experience a cultural deprivation that can go hand in hand with financial deprivation. Therefore we have introduced a wide range of curriculum days which explore cultural, moral, ecological, days to enhance our curriculum provision.

PSHE (Personal, Social, Health and Economic Education) forms an integral part of our learning at Holway Park School. In addition to our daily conversations and modelling of respectful, courteous behaviour, children have a weekly taught PSHE session where we build on their knowledge and understanding of creating safe, positive relationships with others as well as developing a healthy understanding about physical and mental wellbeing topics outlined in the statutory RSE curriculum.

Furthermore, we are committed to developing our children's awareness and mutual respect for diversity. For example, we focus on and revisit the UNICEF rights of the child during each 4S week. Respect and tolerance for diversity is reinforced further during our anti-racism days and anti-bullying awareness days; children are encouraged to explore and embrace what makes themselves and others unique but also realise that despite our differences; we also share a lot in common.

Our outdoor space plays an integral part within our curriculum from EYFS upwards. Learning in the outdoors supports:

- A wider curriculum,
- ECO understanding,
- Pupils with SEMH and SEND.
- Class Woodland activities are accessible to all
- ECO days/Weeks

We have a team of ECO Warriors who identify priority areas for development with our ECO Co-ordinator. Prior to Covid, we successfully bid for a Lottery Grant to develop Biodiversity on the school site, the pupils worked with a local designer and created a place for tranquillity and reflection within our inner quadrant and a habitat for our guinea pigs. Previously, Year 5 took part in a project the 'Westcountry Women Working with Water' (5W for short) that was funded through the Royal Academy of Engineering.

Our School Council and Eco Warriors provide opportunities for pupils to take part in democratic and evaluative processes within the school. This is particularly important for developing an understanding of Democracy. Our learning detectives take on a level of responsibility which helps them to become more aware of their own learning and the learning of other pupils within the school through peer assessment and collective responsibility.

Residential Experiences:

We provide residential experiences for pupils each year from Year 2 upwards. We have a close working relationship with a local Scouts campsite that allows us to provide woodland and adventurous activities residentially. We also offer cultural experiences further afield. Staff generously gives up free time to take pupils away on these residential trips allowing the school to provide them at low cost. These provide pupils with opportunities to develop skills of perseverance, problem solving, independence, interdependence and resilience as well as being great fun. We also provide residential experiences further afield in Cardiff and London.

English and Mathematics are taught daily. We use the 'Sounds Write' synthetic phonic programme, Pie Corbett's Talk4Writing and guided and focused teaching groups for mathematics. Children are taught to write in cursive script once they have developed the secure foundations within print.

Science is taught as a discrete subject during Science weeks throughout the academic year.

Foundation subjects History, Geography, Art, Design Technology and Music are taught as discrete subjects within our rolling programme. The expectations are taken from the National Curriculum guidance for these subjects and respond to local need and pupil interest.

We teach e-safety as part of our computing work and regularly look at issues around cyber bullying and online safety, along with programming, handling data, multimedia and technology in our lives.

PE: - Weekly, outdoor PE lessons, indoor dance/gymnastics lessons. We take part each term in inter sport competitions within the Taunton Area. We have a house system and organise inter house competitions within the school each term.

Music and Performance: Provide opportunities for composition in each year group during the year within themes. Year 4 have Brass instrument tuition. Reception and KS1 perform traditional Nativity Plays during December, KS2 perform Carols for the parents. The School Choir also made successful links within the community by performing in local care homes and Taunton Library. We have developed a care in the Community programme for UKS2 pupils who are regularly visiting local care homes and inviting elderly resident to come into school and join them for lunch.

We use Somerset's RE Syllabus (AMV), this aspect of the curriculum is particularly important for developing tolerance of culture and faith of others.

Our ASC Base provides a specialist curriculum for pupils with diagnosed Autism; this enhances both pupil and staff understanding across the whole school of pupils with different learning needs. Some pupils in the mainstream school who also have significant different learning needs are provided with a curriculum that meets their specific needs.

Our Trauma Informed Key Practitioners, Pastoral and ELSA practitioners provide support for pupils experiencing mental health issues, trauma, bereavement or emotional dysregulation.

We are aware that not all our pupils can experience wider cultural activities that help to enhance their learning; we therefore try to provide as many opportunities within school time to broaden our pupil's outlook on life.