

Holwell Primary School



Curriculum Policy

Status	Approved
Date Approved	September 2026
Review Date	September 2027
Head Teacher	Miss S French
Chair of Governors	Mr J Dunmore
Adaptation of previous year's curriculum policy	
Statutory policies are approved and ratified by the Governing Body and the approval of policies are recorded within the minutes of the meetings.	

Statement of Intent

At Howell Primary School, every child experiences an inclusive, high-quality, and ambitious curriculum that removes barriers to achievement. Our drive for continuous improvement, ensures high standards across the school. With enriched experiences and accessible learning, we enable every pupil to achieve their personal best.

We nurture academic success, character development, and well-being, empowering our pupils to thrive in school and beyond, becoming lifelong learners and responsible members of the community.

At Holwell Primary School, our Curriculum Drivers of Head (subject curriculum) and Heart (personal development) ensure our children are able to become life-long learners and responsible members of the community.



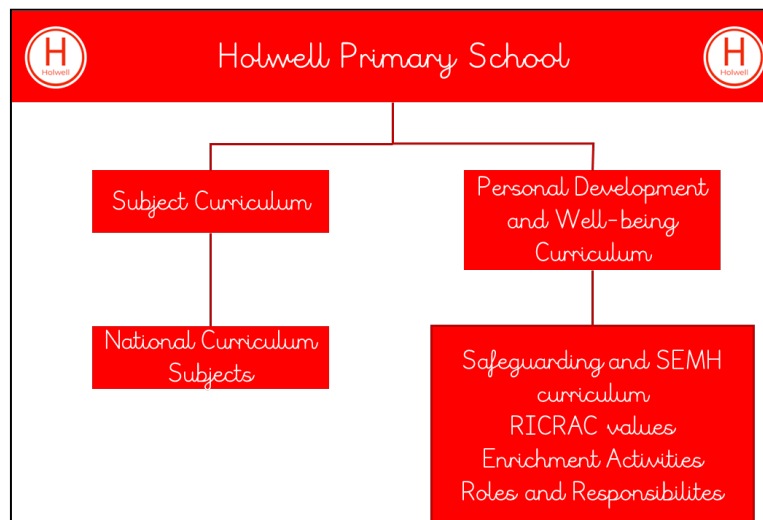
Our approach to our curriculum
is about educating
the head and the heart.

Lifelong learners

Our curriculum is designed to inspire, support, and challenge every child and to educate the head.

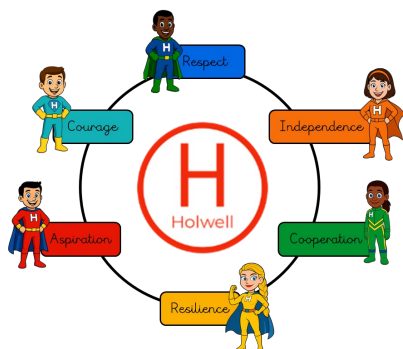
Responsible members of the community

Our approach to personal development empowers pupils to make thoughtful and responsible decisions, guided by our core RICRAC values. These are woven into our school culture, helping children to grow personally and to educate the heart.



Values

Our curriculum is underpinned by the principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners. We strive to make our children passionate about learning and make their learning as meaningful and relevant as possible. Every child is valued as an individual; we aim to nurture well-rounded, respectful and confident children who will develop skills for life-long learning. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. At Holwell, our values permeate all areas of school life; these were decided upon by all the stakeholders of our school. The RICRAC characters are used to underpin our values throughout the school – as part of lessons, assemblies and the whole school day.



Learning today for our tomorrow

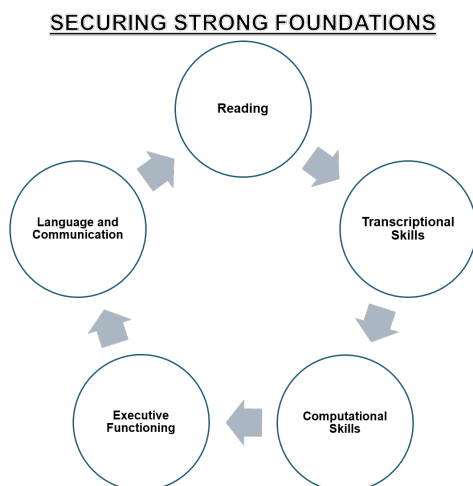
- **My name is Reginald and my RICRAC Power is Respect.**
Respect is treating others as we wish to be treated and it is important to succeeding at school and in the community. We speak to adults and our peers using manners. We do not all think the same – that's what makes us special – but it's important to value and honour the thoughts and opinions of others! We accept others even if they are different to us and build trusting relationships with our friends!
- **My name is Imogen and my RICRAC Power is Independence.**
Holwell students are confident to try things on their own! We know that our adults are there to help us but it is important that we always try first before asking for help!
- **My name is Chloe and my RICRAC Power is Cooperation.**
Cooperation is teamwork. We have to work with our friends and adults to achieve. It is important to be a good listener, always listen to your classmates and never call out! Cooperative Chloe teaches us to work together with our teachers; responding to their feedback will help you succeed!
- **My name is Rihanna and my RICRAC Power is Resilience.**
Resilience means you never give up. Even when a challenge may seem tricky, resilience teaches us to endeavour to succeed and try our best. Resilience teaches us to always attempt every task on our own first. We may ask our teacher to help us but we know that the task and activity is achievable and we will succeed if we keep trying!
- **My name is Antonio and my RICRAC Power is Aspiration.**
Being aspirational means having high expectations. It ensures we are always prepared for the school day with our book bags, P.E kits and reading books. We always wears the correct uniform with pride.
- **My name is Cody and my RICRAC Power is Courage.**
Being courageous in our learning allows us to take appropriate risks and challenge ourselves! We should never shy away from a challenge and never choose the simplest task to complete in lesson as we know this will not help our learning.

At Holwell Primary School, our curriculum is designed to inspire, support, and challenge every child. Our teaching of personal development extends the children's learning beyond the national curriculum and classroom learning and ensures that we are developing our children into responsible members of the community who demonstrate positive behaviour traits. At Holwell Primary, our values permeate all areas of school life. The RICRAC characters are used to underpin our values throughout the school – as part of lessons, assemblies and the whole school day.

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests. In KS1 and KS2 our curriculum is all planned on a yearly cycle, mapped to ensure progression, equity, and accessibility, with enriched experiences and adaptations that support every child. Core subjects like reading, writing, and maths are taught daily with structured approaches, while foundation subjects follow a sequenced, skills-based model in line with the National Curriculum.

[The National Curriculum in England for Key Stages 1 & 2](#)

[Early Years Foundation Stage Statutory Framework](#)



Leaders have a secure understanding of the foundational skills in learning through C.P.D and reading of documents such as 'Strong Foundations in the first years of school: DFE,2024'. The curriculum identifies and prioritises the foundational knowledge and skills of learning in line with HFL guidance.

The subject curriculum has adequate and comparative time allocated to each subject

as outlined by the National Curriculum and has been carefully mapped, ensuring it provides a sequential and progressive approach to learning. Our curriculum follows the statutory requirements set out by the government whilst aiming to inspire each pupil to achieve their very best. We have considered our half-termly topics carefully, to ensure they meet the interests and needs of our pupils, and each lesson is planned, ensuring adaptation allows it to be accessible to all. Resources and activities provide enriched experiences to give a progression of skills and learning throughout the school.

Curriculum Design

We believe children learn best when they can:

- Get up and move around
- Work in a hands-on way
- Try things out
- Tell others what they have done and explain or show their work
- Discuss things and give their views
- Work with others
- Have access to a wide range of resources including books, people and IT to find things out or to support their work
- Work in clean, well-organised surroundings
- Enjoy a calm atmosphere

These aspects are threaded through a cross-curricular skills-based approach to the curriculum, which provides an integrated framework for learning. The curriculum should set suitable learning challenges, respond to children's diverse needs and make provision to overcome potential barriers to learning. All children should be able to achieve the learning intention set for a lesson, although the implementation may be adapted in order for that to occur. We place a very strong emphasis on securing core skills in literacy and numeracy whilst developing a broad range of learning skills including IT Capability, Learning and Thinking Skills, Personal and Emotional Skills and Social Skills. We also aim to develop children's learning behaviours, so they understand the value in making mistakes and learning from them.

Core Subjects

Reading

At Holwell, all children enjoy a high-quality lesson of reading every day. Early reading skills are taught from Reception at Holwell Primary School. Reading is a central part of our curriculum and is embedded across every subject through the use of our 'Terrific Texts'. A 'Terrific Text' is a specifically chosen, high quality text that usually links to the overarching topic covered within each half term. The texts are used for daily guided reading lessons, writing lessons and foundation subject lessons. The texts engage the children and deepen their understanding of the unit of work taught. In KS1, phonetically appropriate texts are used in the guided reading lessons, chosen from our Little Wandle scheme and delivered to streamed groups.

Children a book to take home – their school reading book that they should be able to decode, using their phonic knowledge, from the Little Wandle, Big Cat collection.

Early Years

In the Early Years, we provide endless opportunities to share books with adults to develop a child's enjoyment of books and other printed material. This teaches them how to handle books and gives reading a real purpose. Together, children can talk about stories or information, join in with familiar phrases and sing favourite rhymes, songs and jingles. Our Early Years has high quality book areas, where the books are accessible, owned and loved by children and the addition of story props, sacks and boxes filled with desirable objects enthuse the children further.

In Reception, reading is taught through a phonics approach. We use Little Wandle Letters and Sounds Revised which is a complete systematic synthetic phonics programme (SSP). Children learn to recognise 42 letter sounds (graphemes), read CVC words (ship, cat, hat, chop) by blending letters together, recognise common exception words, such as she, no, go, was, the and learn letter names. When they have achieved this, they begin to read short captions and simple sentences (The farmer gets up at six in the morning). Then it's time to practice reading books that match the phonics and the 'tricky words' they know, with our Book Band system.

Reading in Key Stage 1

In Key Stage 1 we are learning to read! Our teaching of reading continues with a phonics approach, where systematic, daily, discrete teaching takes place, with opportunities for the children to practice and apply their skills in the context of reading. At this stage, we emphasise that reading for fluency is important and by giving children opportunities to re-read familiar books, we build their confidence and they begin to feel like real readers!

As well as daily phonics, children will further develop within their daily, whole class guided reading lessons. Phonetically appropriate texts are used, chosen from our Little Wandle scheme and delivered to streamed groups. These lessons support the children's current level of reading as well as developing their comprehension of the texts. In year 2, when the children are working at the expected standard, they move onto reading the terrific texts for their year.

Children are provided with a reading book that is accurately matched to their phonics level. This will allow children to confidently decode the book and recognise all of the common exception words.

Reading in Key Stage 2

In Key Stage 2, we are reading to learn! At this point, texts become longer and less familiar, reading becomes more fluent and the pace of reading is quickened. However, if children are not reading fluently, they will still be working on learning the phonics sounds and developing their comprehension skills using reading colour banded books appropriate to their level.

Reading is taught daily through a discrete, whole class reading lesson. In each guided reading lesson, children listen to their teacher read, followed by echo reading and individual children reading. 'Vipers' are used for question stems to conclude the lesson. What are VIPERS Questions? VIPERS cover developing skills in vocabulary, inference, prediction, explaining, retrieving and summarising / sequencing, teaching children how to interact with the text and showing them explicit modelling of how to answer comprehension questions.

Beyond Banded Books

When children reach Lime level, they are able to choose their own books from the allocated area for their year group. Once chosen, they need to show an adult who will hear them read a short excerpt to ensure it is an appropriate text. The fluency and comprehension will be checked. The new title will then be written in the child's reading record and signed by the adult to acknowledge it is suitable.

Writing

Writing is taught daily at Holwell Primary School for approx. 1hr. A clearly sequenced genre map has been designed to ensure that children have exposure to a variety of different text types each year.

Each genre unit is taught following a clear sequence of lessons.

Phase 1: Immersion (Approx. 1 or 2 lessons)

Teachers must immerse the children (good opportunity to use drama) in the genre and topic for the final piece through exciting and engaging activities. This will be linked with your afternoon Topic sessions.

Phase 2: Expectation (Approx. 1 or 2 lessons)

Teacher introduces genre and shares with students Steps to Success with children. Teacher shares WAGOLL and discusses how this is what the children are working towards producing (Writing Goal). Children will be taught the features of this genre.

Phase 3: Teaching Sequence - Skills

Teachers must plan and teach lessons that teach the skills required for the child to successfully produce the writing goal. They should be logically sequenced according to the Writing goal.

Teachers must refer to the TAFS to ensure that the children are being taught the expected standard for their year group.

Through the teaching sequence, children should be given opportunities for extended writing pieces (draft of the final piece). The children must be taught how to edit and improve (using green pen). Children will edit and re-write their extended pieces using the guidance of the teachers' developmental marking.

Phase 4: Planning, drafting and editing

Teachers must plan and teach lessons where children plan, draft and edit pieces of writing that build towards their final piece. The children should be applying the skills they have been taught within Phase 3 e.g. Write an introduction that includes a rhetorical question.

Teachers should use strategies such as shared writing and modelled writes to support this phase.

These pieces should be marked in detail to support children's editing.

Phase 5: Final Piece

The teaching sequence should result in the children producing a final piece of text in the style of the genre they have been studying. This should be a piece they are proud of which could be displayed/sent home to parents. The final pieces could be used as examples of WAGOLLS for the next year group.

These pieces should be independent and used as assessment pieces.

A WAGOLL is created based on the stimulus text and supports pupils to identify and mimic the identified features in their own writing. Non-fiction units are also taught through a quality WAGOLL that may be based on a stimulus text or may be related to another curriculum area.

W - What

A - A

G - Good

O - One

L - Looks

L - Like

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as standalone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills. Skills are also recapped during the grammar fluency section of the lessons to secure and embed them.

Spellings: In Year 2, children are taught spellings in line with guidance within our 'Phonics and Reading Policy'. The school uses 'Bridge to Spelling' and 'Essential Spellings' to teach spelling systematically. Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Children are given spellings to learn each week and are given a spelling test the following week. Spelling rules are taught weekly to embed learning. The skills taught in previous years are revised to strengthen previous learning and build on the children's confidence to enhance their independence in writing.

At Holwell, for handwriting in Reception and KS1, we use the Little Wandle handwriting scheme, taught as discreet sessions. We then have a progression of joins and skills into and across KS2 which are taught as part of writing lessons. The letter-join font is used on our ITPs – a printed style for KS1 and a joined version for KS2.

A separate Phonics policy is available on our website.

Mathematics

At Holwell, all children enjoy a high-quality lesson of maths every day from reception to year 6. These lessons include a fluency session, arithmetic and reasoning as well as differentiated activities to develop children's learning across each area of maths.

As a school we implement some of the strategies used in the 'Herts for Learning Essential Maths' sequences which guide teachers on how to best cover the maths curriculum as well as supporting the delivery of carefully planned progression to ensure consistency across the school.

Fluency sessions

Fluency sessions are a quick ten-minute booster of maths to develop children's fluency. This is a time for the children to recap and revisit previous learning to secure and embed their learning on a daily basis. Fluency sessions also give children the opportunity to make links between mathematical topics such as multiplication and fractions.

Arithmetic

Each maths lesson will have a discreet arithmetic element taught. This is the basic concept of the learning usually with a number focus. This part of the lesson allows children to become secure with the skill they are learning, before using this to solve problems.

Reasoning

Once children are secure with the discreet skill taught, we look at how to apply this to problem solving. Reasoning allows children to use rich mathematical vocabulary to communicate how they solved a problem. Developing children's reasoning skills means they can have a much deeper understanding of the concept they are learning about and can use it to solve a variety of problems.

Throughout maths teaching, children will explore a range of approaches and skills using the CPA approach (Concrete, Pictorial and Abstract).

Curriculum Foundation Subjects

The children at Holwell are taught a progressive and sequential curriculum from E.Y.F.S to Year 6 which ensures that children leave Holwell Primary School with the skills and knowledge outlined within the National Curriculum.

Our curriculum is planned in six phases. A long-term plan for each year group indicates what topics are to be taught in each half term. We review our long-term plan on an annual basis. The long-term plan for each subject, shows the concept threads mapped across the school to ensure an even and thorough coverage of the core skills.

In Reception and KS1, a set of topic vocabulary is sent home at the start of each half term. These "Fridge Words" are designed to be displayed on the fridge at home and discussed with the children to reinforce the tier 3 vocabulary for the new unit of work. There are pictures and age-appropriate definitions. The words chosen are taken from the Knowledge Organisers.

Our medium-term planning is recorded for each unit of work on Knowledge Organisers, which are written by the subject leaders and the curriculum lead. These are a concise summary of the topic to be taught and each contain a wide range of supportive information.

These are reviewed each half term to ensure that they meet the needs of the children. These knowledge organisers are supported by an overview document that ensures full coverage of The National Curriculum.

To provide continuity of learning, our lessons are taught in a block rather than on a weekly basis. Each subject will be taught within the allocated curriculum timetabled slot for two weeks. Teachers will plan sequences of lesson using an Interactive Template for Planning (ITP) which are consistent across the school. *Please refer to our Teaching and Learning policy for more information.*

Our progression documents show the progression of skills for each subject, from EYFS to Year 6, showing the development of the concept threads through the school.

All of the documents for each subject are available in our “Subject All in One” documents – available on our school website.

Weekly allowance	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Reading	2 hours and 5 minutes (5 x 25 mins)	2 hours and 5 minutes (5 x 25 mins)	3 hours and 45 minutes (5 x 45 mins)	3 hours and 45 minutes (5 x 45 mins)	4 hours and 45 minutes	4 hours and 45 minutes
Writing (Including handwriting)	5 hours and 45 minutes (5 x 55 mins) (4 x 15 mins & 1 x 10 mins)	6 hours and 15 minutes (5 x 60 mins) (5 x 15 mins)	5 hours	5 hours	5 hours	5 hours
Phonics KS1 Phonics and Spelling KS2	1 hour 40 mins (5 x 20 mins)	1 hour 40 mins (5 x 20 mins)	1 hour and 10 minutes (4 x 20 mins)	1 hour and 10 minutes (4 x 20 mins)	n/a	n/a
Mathematics	4 hours and 25 minutes (4 x 50 mins) (1 x 65 mins)	4 hours and 20 minutes (4 x 50 mins) (1 x 60 mins)	5 hours	5 hours	5 hours	5 hours
Science	1 hour and 5 minutes	1 hour	1 hour and 35 minutes	1 hour and 35 minutes	1 hour and 45 minutes	1 hour and 45 minutes
Topic (2wks of each) History / Geog Art / DT R.E.	3 hours and 25 minutes	3 hours and 20 minutes	2 hours and 50 minutes	2 hours and 50 minutes	3 hours and	3 hours
Music (KS1) Music / French (KS2)	45 mins	45 mins	35 mins	35 mins	45 mins	45 mins
Computing	1 hour and 5 minutes	1 hour	1 hour	1 hour	1 hour	1 hour
Physical Education (1 lesson indoor 1 lesson outdoor)	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours
R.S.H.E and Character Development	1 hour	1 hour	50 mins	50 mins	1 hour	1 hour

Allocation of Subjects

Each subject is allocated time throughout the week to ensure that the skills and knowledge within the national curriculum can be taught.

Assessment

Throughout this whole process, assessment is key for feedback, planning and making adjustments at each phase in order to have maximum impact on learning. We use Arbor to provide an overview of attainment and progress in each foundation subject and Arbor is also used to track the core subjects.

Please refer to our Assessment Policy and Marking and Feedback Policy for more information.

Inclusion

The school prioritises inclusive practice, ensuring all pupils feel supported and able to learn successfully. This focus is woven into our continuous improvement strategy, with leaders regularly reviewing provision, refining teaching approaches, and addressing barriers to learning. Through ongoing reflection and development, the school maintains a strong commitment to meeting the needs of every learner.

The school uses an 'Overcoming Barriers Pathway' to identify and determine the targeted support each child requires. Through this structured approach, staff assess individual needs, pinpoint specific barriers to learning, and agree with the most appropriate interventions. This process is underpinned by the graduated approach, a cyclical model of Assess, Plan, Do, Review, which ensures that support is carefully monitored and adapted over time. Following this process, if children require a provision above that provided within ordinarily available provision, children might be supported through an Individual Support Plan (ISP), which outlines personalised strategies, provision and outcomes tailored to their unique needs. This ensures that every child receives consistent, focused support that enables them to make purposeful and sustained progress. This may include internal or external support for barriers including SEND, behaviour or environmental.

The Overcoming Barriers Provision Map is used to track and monitor the targeted support in place for each child. This is a dynamic working document that leaders review regularly and share with staff to ensure that provision remains responsive, consistent, and well-coordinated. The provision map enables all adults to clearly see the interventions, strategies, and outcomes associated with each pupil, supporting a joined-up approach to meeting individual needs. Our knowledge of the children enables us to plan strategies for overcoming known barriers, prior to the lesson. Many of these strategies can be found in the Hertfordshire Ordinarily Available Provision document.

The Foundation Stage

The curriculum that we teach in the Reception Class meets the requirements set out in the Early Years Foundation Stage Statutory Framework. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document reflecting the seven areas of learning.

We fully support the principle that young children learn through play, and by engaging in well-planned structured activities in both indoor and outdoor learning environments. Teaching in the Reception Class builds on the experiences of the children in their pre-school learning.

The role of the subject leader

At Holwell, a member of the Executive Leadership Team is responsible for overseeing the curriculum across the school. They provide subject leadership and collaborate closely with subject leaders to ensure consistency and excellence throughout all areas of learning.

All subject areas have a Subject Leader who is responsible for leading and managing their subject under the line management of the Curriculum Lead. Our Leadership structure is as follows:

Holwell Primary School 2026 – 2027

Executive Leadership Team (ELT)

Mrs Newman	Mrs Adams	Miss French	Mrs Crellin	Mr Carter
Business Manager	Deputy Headteacher	Headteacher	Deputy Headteacher	SENDCo

Subject and Phase Leadership Team (SPLT)

Mrs Merry	Miss Carlin
Phases Leader: EYFS and Key Stage 1	Phase Leader: Key Stage 2

Core Subject Leaders

Miss Wilson	Mrs Trafford	Mrs Rice-Oxley	Miss Thomas
Writing Leader	Reading Leader	Phonics Leader	Maths Leader

All areas have a Subject Leader who is responsible for a subject under the management of Mrs Adams

Foundation Subject Leaders

Mrs Clarke	Ms Franklin	Ms Castiglione	Mrs Garnham	Miss Hooper	Mrs Crellin	Ms Game	Miss Thomas
Science	PE	French	Creative Design	Humanities	RSHE	RE	Computing

Subject Leads, along with the Curriculum Lead, are responsible for maintaining a curriculum which is appropriate, challenging and inspirational. They are also responsible for the construction, planning and sequencing of our ambitious, broad and balanced curriculum, ensuring that children build knowledge and skills sequentially and cumulatively. The adaptation is considered by the Subject Leads and the class teachers as appropriate to ensure that all children can attain the knowledge they need to achieve and thrive in later life. Subject Leads also maintain the responsibility for the resources for their area.

Subject Leads, along with the Curriculum Lead and Executive Leadership Team, monitor the quality assurance of the lessons. This ensures that the curriculum is implemented in line with leaders' intentions and that the teachers are able to teach the subject curriculum effectively. This includes book scrutinies, planning checks and joint learning walks as well as pupil and staff voice. Core subject leaders are able to add feedback onto the teacher's individual Quality Assurance Trackers. Curriculum subject leaders will feedback to the Curriculum lead who will update the trackers appropriately.

Following assessments at the end of units of work, Subject leaders use data effectively, completing an analysis, identifying any areas of weakness and following up any anomalies. This will be conversations with class teachers to find out why a unit of work was found challenging. This can then be addressed and appropriate interventions planned – looking at adapting Learning Intentions, resources, pedagogy or staff CPD to ensure that all children are able to develop their understanding, meet the requirements of the National Curriculum and master the appropriate skills.

Any matters arising from a Quality Assurance Task are addressed alongside the Curriculum Lead and Executive Leadership Team as appropriate.

Subject Leaders are responsible for defining the intent of their curriculum area. They work alongside the Executive Leadership Team (ELT) to ensure the impact of their subject on pupil outcomes. Strategic oversight of the curriculum and teaching rests with the Curriculum Lead and the ELT, while the quality of curriculum delivery—the implementation—is managed by the ELT.

Monitoring and review

Our governing body's School Improvement committee is responsible for quality assuring the way the school curriculum is implemented and receives regular reports on curriculum matters. The head teacher is responsible for the day-to-day organisation of the curriculum. The head teacher and the SPLT (Subject and Phase Leadership Team) quality assure the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Associated Documents

- Teaching and Learning Policy
- SEND policy
- Assessment Policy
- Marking and Feedback Policy
- Handwriting Policy
- Early Years Policy
- Phonics and Reading Policy
- RE Policy
- SRE Policy