



Ryelands Primary and Nursery School

Curriculum

Policy

Policy Leader: Curriculum Lead

Policy first written: July 2014

Review dates (and amended if required): Amended February 2021

Last adopted by Governing Body: February 2021

Imagine, believe, achieve

In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.

Rationale

The aim of this policy is to provide a concise overview of the school curriculum at Ryelands Primary School. The school vision, aims and values will be considered alongside more practical elements such as organisation and delivery. In line with The School Information (England) (Amendment) Regulations 2012 this policy will also outline the content of the curriculum followed by the school for each subject and will be published on the school website for this purpose.

Introduction & Curriculum Vision Statement

The school curriculum comprises all the learning and other experiences that a school offers its pupils. At Ryelands Primary school our aim is to deliver a curriculum that is bespoke to the diverse needs of our children. Our Curriculum will be based around a core set of skills, values and attributes for which we will embed and deliver wherever possible. Our curriculum is rooted in the area of the world that our children live in, directly drawing on the opportunities and experiences that our locality has to offer. We use this for place-based learning, to provide our pupils with aspirational opportunities using real life skills.

For the full statement see appendix 2.

Aims

The curriculum offered by Ryelands Primary School will promote:

- The highest standards of achievement by all pupils, regardless of ability, ethnic origin, gender or social background;
- Pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens, able to respond positively to the opportunities and challenges of a rapidly changing world;
- A commitment to lifelong learning.

In order to achieve these aims, we will work in collaboration with pupils, parents and the community to provide a curriculum which:

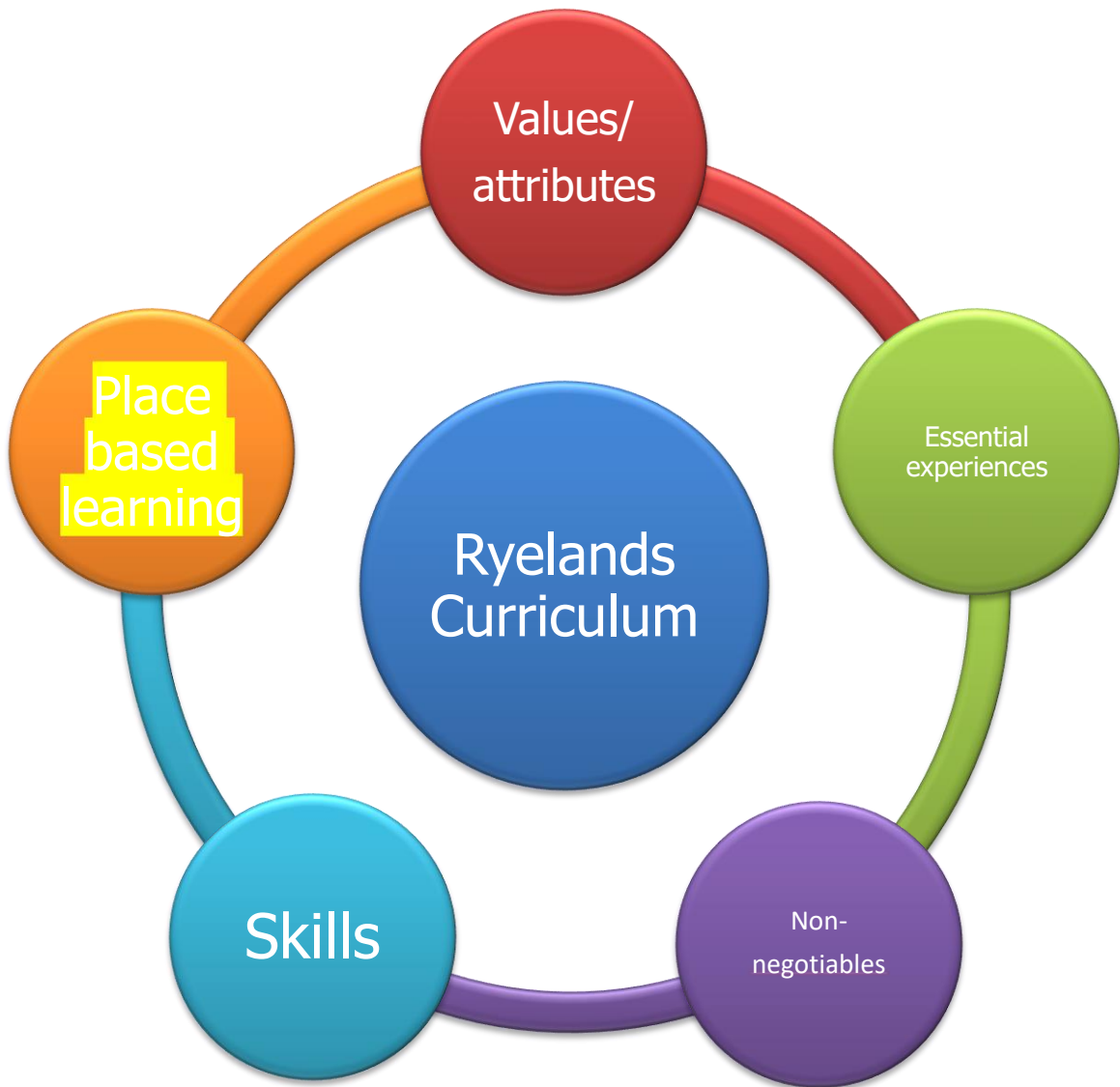
- is sufficiently broad, balanced and flexible to develop pupils' knowledge, skills and understanding;
- provides children in the Foundation Stage (aged 3 –5) with a wide range of planned activities and experiences which help them to develop and make progress towards meeting the Early Learning Goals;
- satisfies the requirements of legislation relating to the National Curriculum and religious education (RE), ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills

especially literacy, numeracy and the use of information and communications technology (ICT);

- engages learners and provides for continuity of experiences and progression within, between and beyond the key stages and promotes lifelong learning;
- promotes pupils' self-esteem and challenges them to achieve the highest standards, taking account of ability and aptitude;
- offers opportunities to assess the progress and attainment of each pupil to determine whether learning objectives and any agreed targets have been achieved and what should be the next steps in learning;
- includes a means of recording the progress and attainment of each pupil and reporting these to parents and pupils, and informing parents and the community about the achievements of schools;
- prepares pupils for the responsibilities and opportunities that arise throughout life in a democratic, multicultural and technological society.
- extends knowledge, experience, imagination and understanding in ways which develop creative, critical and analytical capabilities combined with an awareness of moral values and a capacity for the enjoyment of learning;
- develops positive attitudes and qualities through spiritual awareness and aesthetic appreciation;
- promotes equality of opportunity, develops understanding of and respect for the rights and views of others and emphasises the value of personal relationships based on mutual respect;
- prepares pupils for the next stage of learning;
- promotes pupils' understanding of their roles as members of the school, local, national and international communities.
- places importance and emphasis on the 'stickability' of knowledge. Our curriculum encourages our children to remember more;
- Is values rich;
- Is rooted in the area of the world that our children live in (is place based);
- Our ability to succeed in learning is driven by three main components. At Ryelands, we are always responsible, respectful to others and ready to learn.

Structure

The curriculum has been developed around five key areas, details of which are summarised in the diagram below. These five areas have been developed with staff at the school in order to fully meet the diverse needs of the children which form a part of our school community.



=

Skills

Planning is based around skills-based learning.

In order for children to become lifelong learners and to reach their full potential we recognise that children need to learn and develop a wide skill set which will enable them to access the world around them. As a staff group we created a list of 'key skills' that we wanted all of our children to learn and develop. The list is by no means exhaustive and can be added to on a regular basis.

This will be re-visited on a 'needs' basis and allows particular skill sets to be addressed and developed through a more thematic approach as a whole school. Examples of whole school 'themes' can be found in appendix one at the end of the policy. Essential skills are embedded and can be utilised in a rolling three-year programme.

Values and Attributes

A key aim of our curriculum is to develop pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens, able to respond positively to the opportunities and challenges of a rapidly changing world. In order to achieve this goal, we place an importance on teaching children explicitly about values. Values are taught within timetabled Personal, Social and Health Education (PSHE) lessons, but they are most importantly embedded throughout our curriculum and within the life of the school. For example, the values that we teach are present in our school's Behaviour Policy, our assemblies and newsletters to parents. The year's values are selected by children, parents, teachers and governors through a consultation process:

Responsibility, Respect, Resilience, Empathy, Honesty, Perseverance, Co-operation, Positivity, Courage, Love, Unity

Essential Experiences 'The Bucket List'

This bucket list will be reviewed every two years to ensure that the experiences included match up to the expectations and desires of parents, children and staff of Ryelands.

The bucket list is specifically designed to provide experiences that some of our children would not have the opportunity to undertake without our help or intervention.

This can be altered depending on the needs of cohorts and issues arising in particular years.

Non Negotiables

<u>Non Negotiables</u>
<i>We agree that our children must and will have the following entitlement as part of their curriculum:</i>
<ul style="list-style-type: none">• 5 session of English per week
<ul style="list-style-type: none">• 5 session of Mastery Mathematics per week
<ul style="list-style-type: none">• Daily reading (independent/guided)
<ul style="list-style-type: none">• Daily Phonics (KS1)
<ul style="list-style-type: none">• Regular Grammar work
<ul style="list-style-type: none">• 2 Hours of Physical Activity per week
<ul style="list-style-type: none">• Daily act of worship or gathering (Assembly)
<ul style="list-style-type: none">• Full access to all National Curriculum Subjects

Organisation and Planning

Subjects are organised in line with the National Curriculum and hare taught in the following way:

	Key stage 1	Key stage 2
Age	5-7	7-11
Year groups	1-2	3-6
CORE SUBJECTS		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
Foundation Subjects		
Art and design	✓	✓
PHSE		
Computing	✓	✓
Design and technology	✓	✓
Languages		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓

Thematic Approach

In order to deliver the curriculum in the way in which we have described above we have chosen a ‘Thematic Approach’ to teaching and learning. Teaching staff are asked to use the National Curriculum (2014) and Lancashire Key Learning Documents in order to create a ‘topic’ in which a variety of different subjects can be linked to. In order to ensure adequate coverage of the national curriculum the topic should be based around 2 or 3 ‘lead subjects’ and a similar number of ‘additional subjects’. In developing the themes some input from the children is essential in order to create a worthwhile learning experience. **Where possible, our teachers link these to experiences to our local environment, it’s beauty, history and culture.**

Flexibility and Timing

Teaching staff are encouraged for a unit of work to be planned for each half term. However, there is some flexibility in this and the number of weeks is entirely at the discretion of the teacher. At certain points during the academic year the whole school will come together to do a whole school topic and this will form a part of the long-term plan.

Skills, attributes and experiences

Throughout all of the units the aim will be to develop the skills and attributes that were decided as a school and aim to include as many experiences that is possible. These should (where possible) be linked to experiences that can be undertaken in our locality.

Planning expectations

Once a topic/theme has been decided upon by the teacher, a topic web would be created that would include all of the possible ideas for what can be covered in the unit. From the topic web a sequence of learning should be planned (medium term plan) to include the most appropriate (and exciting!) activities to develop skills and objectives. Objectives should be drawn from Lancashire Key Learning documents and the National Curriculum. Topics should also include a planned 'review' session that will be undertaken as a class using seesaw to record key learning and key skills. This can then be re-visited.

Learning Mats

Learning Mats will be used in all classes across school as both a way to plan and evaluate the impact of the curriculum taught at Ryelands.

They contain all of the skills that should be utilised in order to work in a specific area of the curriculum, and are written in a way that encourages the children to be able to talk about the skills that they have developed – 'I know that I am a Y5 Historian because..'

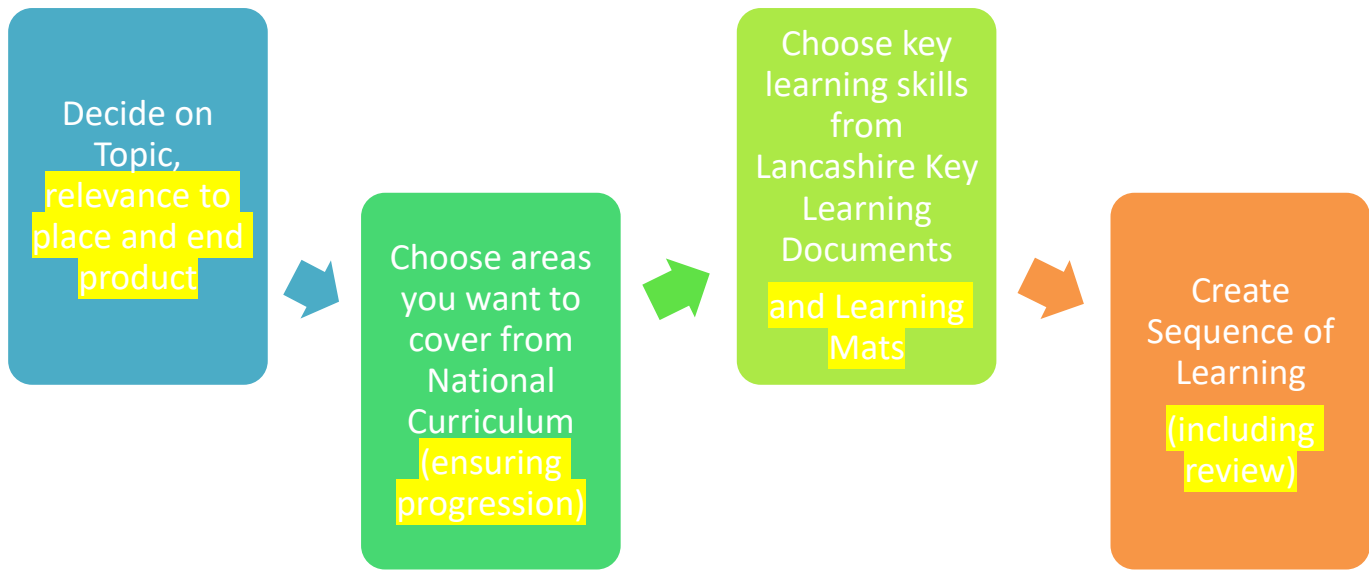
They encompass all statutory skills as identified by the National curriculum, as well as others which staff and pupils at Ryelands deem as most important for us. These skills are taught sequentially and allow for both accelerated learning and to fill any gaps that may exist.

The Mats also contain key knowledge as highlighted by Subject Leaders and Teachers. This knowledge is then assessed for its 'stickability' at the end of each unit.

Assessment for Foundation Subjects - Seesaw

Refer to assessment policy

When planning for the curriculum the following model is used:



Roles and Responsibilities

The teaching staff will ensure that:

- The curriculum is delivered effectively, with reference to the Teaching for Learning policy
- The curriculum is delivered with due regard to the individual needs of each pupil, particularly those with special educational needs, and gifted and talented children, and differentiated as appropriate
- Planning is relevant to the needs of the children
- Subject Leaders provide a strategic lead, support and advise colleagues, and monitor progress in their area. They will undertake 'Key Questions' on a termly basis that encourage development and review of their particular curriculum area.
- Subject leaders will also be responsible for a group of Pupil Subject leaders who will help them to work on their curriculum area for the year (following a yearly training session).
- The procedures for assessment meet all legal requirements and results are published
- There is equality of access to the whole curriculum

Role and responsibilities of the Headteacher:

The Headteacher will ensure that:

- The Governing body is involved in decision-making processes that relate to the breadth and balance of the curriculum, including the School Improvement Plan
- The Governing body is advised about statutory targets and results in order to make informed decisions
- School policies are approved and/or reviewed at appropriate intervals
- A termly report is given to Governors on curriculum and other developments

- Governors are informed about the nature of any parental complaints
- All school policies and procedures are checked against the principles set out in the curriculum policy
- All teaching staff fulfil their roles and responsibilities (see above)

Curriculum Monitoring and Review

Our Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.

We have named governors for areas of the curriculum. The governors liaise with the subject leaders of these areas, and monitor the teaching of these subjects.

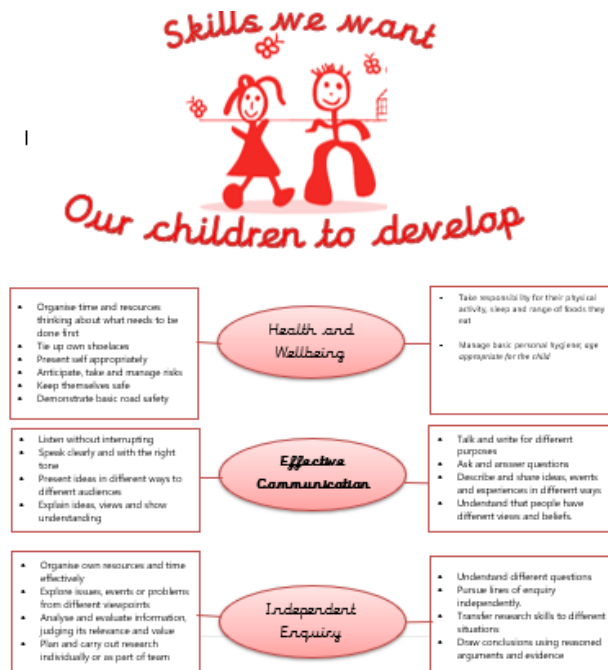
The headteacher is responsible for the day to day organisation of the curriculum. The headteacher monitors planning, ensuring that all classes are taught the full requirements of the National Curriculum.

Subjects are monitored as they are taught throughout the school. Long-term and medium-term planning ensures that appropriate teaching strategies are used. The staff has responsibility for monitoring the way in which resources are stored and managed.

We monitor curriculum throughout the year to ensure that our children experience the highest quality education possible. Through learning walks, peer observations, work scrutinies and lesson study, we encompass a wide range of monitoring designed to ensure quality first teaching is occurring throughout all classes.

Teaching and Learning reports presented to Full Governors meetings analyse and report on the quality and breadth of our curriculum, with Curriculum reports also being presented to Curriculum Governors meetings on a half-termly basis. These include details of any particular developments, monitoring, key findings and successes.

Appendix 1:



Appendix 2:



Our curriculum is rooted in the area of the world that our children live in, directly drawing on the opportunities and experiences that our locality has to offer. We use this for place based learning, to provide our pupils with aspirational opportunities using real life skills.

We strive to deeply embed learning in all aspects of life at Ryelands, constantly building on prior knowledge and helping the children to develop their skills base to the point where they are able to visualise a bright and inspiring future for themselves.

We provide our children with a creative and values rich environment, with a clear commitment to celebrating what is unique about each and every individual within our school; we fully understand that it is essential for us to provide a safe and secure environment for them to explore and develop themselves as people and the resilience that they need to succeed.

We are constantly developing a curriculum that we believe will help our children to become responsible citizens of the world. Our ability to succeed in learning is driven by three main components. At Ryelands, we are always responsible, respectful to others and ready to learn. Our pupils understand that they have the independence and responsibility to make choices that shape their future world.