

RIVERSDALE PRIMARY SCHOOL

Curriculum Policy

Date:

Review Date:

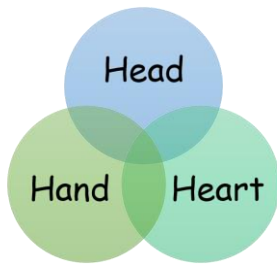
Signed: _____ (Governor)

Signed: _____ (Headteacher)



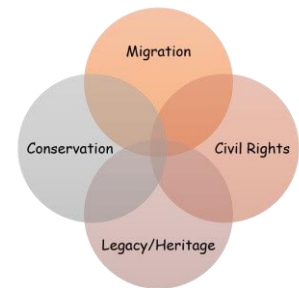
CURRICULUM OVERVIEW

At Riversdale Primary School, our curriculum is designed around the principles of Head, Hand and Heart. These principles ensure that pupils not only gain the relevant National Curriculum knowledge (Head), but that they develop the necessary skills for a successful future (Hand), as well as an ability to build positive and healthy relationships, around a foundation of empathy and love (Heart).



At Riversdale, we believe that reading is fundamental. Therefore, each unit of learning is centred around a quality text or series of texts, providing an engaging context for pupils' learning. Within each unit, subjects are taught in their own right, allowing for sufficient and appropriate coverage, deepening and progression. As well as this, we provide a range of opportunities for cross curricular learning and enrichment activities throughout the year.

We aim to foster a lifelong love of learning, through the development of a curriculum which reflects the diverse nature of our community, whilst ensuring pupils are prepared for life in the twenty-first century. To this end, the curriculum includes four main themes which are prevalent throughout our units of learning. Teachers and pupils are encouraged to make clear the links to these themes throughout the learning journey, building a picture of where we have come from and where we are going as a whole school community, in relation to the local, national and global context.



The academic achievement and wellbeing of our pupils is key to our curriculum offer, therefore we regularly review our provision to ensure that it is relevant, engaging and challenging for all.

CURRICULUM AIMS

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Enable children to be creative and to develop their own thinking and problem-solving skills
- Support pupils' spiritual, moral, social and cultural development
- Develop pupils' independent learning skills and resilience, to equip them for the next step in their education
- Deepen pupils' understanding of the world, including how their environment and society have changed over time
- Appreciate and value the contribution made by all ethnic groups in our multicultural society
- Enable children to have respect for themselves and the world around them, understanding their rights and responsibilities as global citizens

These curriculum aims are underpinned by our school values:

- **R**espect,
- **I**ndividuality,
- **V**alue,
- **E**ntrust,
- **R**eflect,
- **S**hare,

- Democracy,
- Aspire,
- Love,
- Empathy.

LEGISLATION & GUIDANCE

This policy reflects the requirements of the *National Curriculum* programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the *Special Educational Needs and Disability Code of Practice 2014* and *Equality Act 2010*, and refers to curriculum-related expectations of governing boards set out in the Department for Education's *Governance Handbook*.

ROLES & RESPONSIBILITIES

The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Subject Leaders

The role of the subject leader is to:

- Provide a strategic lead and direction for their specific subject area;
- Support and advise colleagues on issues related to that subject area;
- Monitor pupils' progress in that subject area;
- Provide efficient resource management for the subject.
- Keep up to date with developments in their subject, at both national and local levels;

- Review the way in which the subject is taught in the school, and plan for improvement ensuring developments are linked to whole-school objectives;
- Review the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum, and that progression is planned for;
- Keep a portfolio of children's work, to illustrate the achievements of children at each key stage, and exemplify the attainment expected.

ORGANISATION AND PLANNING

At Riversdale Primary School, we take a three staged approach to curriculum development and planning.

Based on the National Curriculum, senior and subject leaders have constructed curriculum progression road maps which identify how specific skills and knowledge within subject areas develop over a pupils' time at the school. These documents, in collaboration with our aim of reflecting the diversity of the school community, have been utilised to formulate a long-term plan for each year group. This plan indicates what topics are to be taught in each term, including which quality text/texts will be used as an anchor for the learning, as well as any key historical or contemporary figures to be studied.

This then feeds into the school's medium-term plans, in which clear guidance is provided on:

- the topic specific objectives,
- key National Curriculum statements for each subject area and how these were addressed in the previous year, to allow class teachers to understand the progression of that subject year on year,
- links to the Rights Respecting Schools Award/United Nations Charter for the Rights of the Child,
- Head, Hand & Heart breakdowns.

From the medium-term planning, class teachers then work with their partner teachers to develop daily planning, responding to the needs of the children in their cohort. Although teachers are expected to plan daily and reflect on their lessons to inform future planning, they are not expected to provide written lesson plans.

The Early Years and Foundation Stage (EYFS) adopt an interdisciplinary topic approach to curriculum planning. The curriculum is carefully planned so that there is coherent and full coverage of all aspects of the Development Matters framework and Early Learning Goals, with adaptations made to ensure learning is child centred, based on mutual interest and therefore ensuring high engagement. Further information can be found in the EYFS Policy on the school website.

To ensure high quality early reading provision, thus meeting statutory requirements, the school implements the Little Wandle Letters and Sounds Revised Systematic Synthetic Phonics scheme. Starting with Foundations for Reading in Nursery and building into the main phonics scheme in Reception and Year 1, children are taught Grapheme/Phoneme Correspondence and blending to support with word decoding. Children then apply these in regular reading sessions which focus on prosody and comprehension. Class teachers utilise the planning and resources from the scheme, ensuring fidelity thus improving pupil outcomes.

With regards to mathematics, the school implements a mastery approach through the Maths, No Problem! scheme. Similar to the implementation of the phonics scheme, class teachers utilise the planning and resources from the scheme, ensuring fidelity, making adaptations to provide additional support and scaffolding where necessary. This may include further deepening and application learning opportunities.

Within the school's Resource Base, the curriculum is based upon the mainstream curriculum, with various adaptations made in relation to the individual children's EHCP targets and prior levels of attainment. Where possible, children from the resource base will access the curriculum in their mainstream classes. This is decided on an individual basis depending on their specific needs.

For each subject area, the school has developed specific policies which identify the curriculum intent, implementation and impact. The most recent versions can be found on the school website.

THE CURRICULUM AND INCLUSION

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an Additional Language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We comply with the requirements set out in the SEND Code of Practice. In most instances, class teachers are able to provide resources and educational opportunities to meet the child's needs, within normal class organisation (Quality First Teaching). Where appropriate, the school will provide focussed teaching and other Wave 2 and Wave 3 interventions to support children in accessing the curriculum.

Some children in our school may have disabilities. Riversdale is as committed to meeting the needs of these children, as with all groups of children. The school complies fully with the requirements of the amended Disability Discrimination Act (2005), the Equality Act (2010) and the United Nations Convention on Disability Rights. All reasonable steps and adaptations to teaching are undertaken to ensure that children with disabilities are able to access the curriculum.

Teachers will also take account of the needs of pupils with EAL. Teachers will incorporate opportunities designed to support pupils in developing their oral and written literacy, and to access all subject areas. The classrooms are language rich environments which further facilitates support for EAL pupils.

Further information can be found in our Equality Information and Objectives statement, and in our SEN Policy and Information Report.

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999) and our curriculum addresses the diversity of our society by reflecting the diverse nature of our school community, including pupils and staff.

RELATED POLICIES

- Teaching and Learning
- Equality Objectives
- Equality Information
- SEND
- SEND Information Report
- Assessment
- EYFS

MONITORING AND REVIEW

Our Governing Body, with particular focus from the Curriculum Sub-committee, monitors coverage of National Curriculum subjects and compliance with other statutory requirements through termly Link Governor visits. Within these visits, governors will meet with subject leaders to discuss the curriculum area, with a focus on achievement and standards.

Senior and Middle Leaders monitor the way in which the curriculum is delivered throughout the school. This is achieved through the school's **Snapshot** process whereby leaders meet with class teachers to reflect on the curriculum delivery in relation to the medium- and long-term planning. These conversations include teaching, learning and assessment discussions and are followed by learning walks, book looks and other monitoring strategies to ascertain the accuracy of the reflections. Subsequent coaching conversations then take place where appropriate.

This policy is reviewed by the Teaching and Learning Lead every two years, or before if necessary. At every review, the policy will be shared with the full governing board.