




Bright Stars

**Rudston Primary School &
Bright Stars Nursery**

Curriculum Policy

Date: September 2018

Subject Lead: Mrs. A. Mulvaney

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Approved By Governors: September 2018

Review Autumn Term 2019

Our Mission Statement:

To develop a love of learning,
enabling all children
to reach their full potential.

* Respect * Resilience *
* Responsibility * Enjoyment *
* Challenge *

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

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Curriculum Policy

Agreed by Staff: Autumn 2018

Approved by Governors Autumn 2018

Review Date: Summer 2019

Rudston Primary School Statement of Purpose

At Rudston Primary School we work together to nurture a positive atmosphere of collaboration, openness, security and confidence. Children will be skilfully supported and guided to become independent and motivated learners who respect all and the environment in which they live and achieve their full potential.

Introduction

The curriculum is an entire planned learning experience underpinned by a broad set of common values and purposes. We are constantly in the process of localising our curriculum and developing it to meet the needs of our learners and the Rudston community. We have fully implemented all aspects of the National Curriculum and have developed a document which helps us to both plan across the school and differentiate effectively. The Phase Teams (which consists of EYFS, Lower School and Upper School) constantly review and adapt provision in all key stages and continually develop the Learning Challenge Curriculum to enhance children's core skills and meaningful learning. Our creative and reflective curriculum inspires children to ask questions and develop positive attitudes to learning both now and for the future. We encourage our children to grow into responsible citizens and learn the skills and attitudes required for life in the 21st century taking into account the nine protected characteristics of Equality (See Equality Policy).

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of the curriculum at Rudston Primary School. It reflects the values and philosophy of our learning community and it gives a framework for staff, both teaching and non-teaching, as well as governors, parents/carers, members of our learning community both present and future, and any other interested parties. This policy is intended to be used in conjunction with the planning formats (for each discrete subject where relevant and cross-curricular Learning Challenge topic where appropriate) that give details of what pupils in each age group will cover. It is a working document.

The Learning Challenge Curriculum

The Learning Challenge concept is built around the principle of greater learner involvement in their work resulting in a meaningful curriculum which promotes high standards.

The Learning Challenge curriculum is an approach to structuring and delivering the curriculum. It is underpinned by a secure pedagogical framework which weaves together the critical elements of curriculum, teaching & learning and assessment. It requires teachers to actively think what their curriculum needs to include in order to meet the needs of their children in their context – leading to high standards in all areas of the curriculum.

A series of prime learning challenges (big questions), expressed as questions form an annual planner to ensure that there is breadth and balance across the curriculum. The prime learning challenge also forms the starting point for each new topic. Not only is it a question but it should also be an open question which links learners own experience to a new area of learning.

Using knowledge of the children and the school's context a series of subsidiary challenges (smaller questions) are then planned. Each subsidiary learning challenge is also expressed as a question. Teachers need to make a decision about how long the subsidiary learning challenges last for.

When introducing this approach, many teachers have found it useful to plan for one question per week. It is important that learners are helped to think more deeply. We are developing a learner-friendly environment where thinking skills are allowed to flourish.

Principles

We strive for consistency across the school and within year groups with agreed approaches using a range of teaching and learning strategies and styles which develop our core values (resilience, respect, responsibility, challenge and enjoyment). At Rudston, we believe in personalised learning that facilitates progression, inclusion and high standards, together with the development of wider personal skills to allow success as young people and adults.

We have developed our thematic, learning challenge curriculum with a focus on global dimensions and eco awareness, in all subjects. We are also developing linked learning opportunities, thinking opportunities and sustained learning opportunities in a variety of learning environments that encourage links with writing and language development and making connections between learning experiences which will equip our learners well for future fulfilment and success.

Rudston Primary School seeks to support its pupils by offering a curriculum that is broad, balanced and appropriate to the pupils' ages, abilities and aptitudes. We value our freedom to make decisions relating to the curriculum, utilising the National Curriculum, Learning Challenge Curriculum, the professionalism of our staff and educational best practice to inform our decisions.

Our curriculum includes various extra-curricular activities that are organised in order to enrich the children's experience as well as the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, responsible people who can work and co-operate with others, while at the same time developing their knowledge and skills in order to achieve their true potential. Accordingly, Rudston Primary School provides an educational environment which is caring, friendly, well-structured, positive and academically challenging to each individual pupil.

Core Values

Below are the core values of our school, upon which we have based our curriculum. All these values are of equal importance to us:

- 1. Resilience:** By **resilience** we mean that children can keep going, (even learn under stress) and manage their feelings about learning and the people they are learning with in a positive way. Resilient learners don't give up at the first hurdle– they keep going and try new ways.
- 2. Respect:** By respect we mean that everyone values all members of the school community ,displays good manners at all times, displays tolerance of others with different points of view and beliefs and shows respect for the school buildings, facilities and surrounding environment.
- 3. Responsibility:** By responsibility we mean that children are self-aware of their learning, take ownership of their learning, and are able to learn alongside others. They take responsibility for their own learning, actions and outcomes. They use their initiative instead of relying on others.
- 4. Challenge:** By challenge we mean that we know it is not enough for our pupils to coast through lessons, picking up the minimum they need to get by. So it is vital that we strive to stretch and challenge all our pupils by planning opportunities where learning is collaborative and hands-on, asking children to work with peers, teachers and experts in their communities. We want our learners to have high aspirations for themselves that present challenge.
- 5. Enjoyment:** By enjoyment we mean that we create an environment of support that encourages

children to be engaged and motivated by learning. Learning is not just teaching children to the standards. It is a process, a series of experiences that lead to the great "aha!" moments of life.

In addition to the National Curriculum areas, we promote 4 key principles and areas:

1. Communication Friendly Spaces
2. Global Diversity
3. Sustainability
4. Young Enterprise

The Rudston curriculum in all areas of learning will enable our children become:

1. Successful learners who enjoy learning, making progress and achieve;
2. Confident individuals who are able to live safe, healthy and fulfilling lives;
3. Responsible citizens who make a positive contribution to society.

Aims

The aims of our school curriculum are to:

- ❖ Provide opportunities to develop essential skills where a real and relevant overlap exists.
- ❖ Develop curriculum coherence.
- ❖ To teach children about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and E-Safety through computing lessons.
- ❖ Apply varied learning approaches matched to learning need e.g. enquiry, instruction, active, practical, theoretical.
- ❖ Assess purposefully by using Floor Books, End of Year Expectations, observations and marking, to inform future learning needs, as assessment develops learner's self-esteem and commitment to learning and provides a range of evidence to encourage learners to reflect on their own learning.
- ❖ Provide opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development.
- ❖ To be in tune with human development.
- ❖ Personalise and differentiate learning - offering challenge and support to learners to make progress and achieve.
- ❖ Create audiences for our curriculum that are relevant, purposeful and wide-ranging.
- ❖ Involve learners pro-actively in their own learning.
- ❖ To enable all children to learn and develop their skills to the best of their ability;
- ❖ To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- ❖ To teach the children the basic skills of literacy, numeracy and computing;
- ❖ To enable children to be creative and develop their own thinking;
- ❖ To teach children about the development of the world, including how their environment and society have changed over time;
- ❖ To help children understand Britain's cultural heritage;
- ❖ To appreciate and value the contribution made by different groups in our multicultural society;
- ❖ To enable children to be positive citizens;
- ❖ To fulfil all the requirements of the National Curriculum and locally agreed syllabus for Religious Education;

- ❖ To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- ❖ To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- ❖ To enable children to have respect for themselves and high self-esteem, and to live and work co-operatively with others.

PRACTICES & PROCEDURES

Our curriculum focuses on the addressing the priorities in our School Development and Improvement Plan 2018-2019, both within specific subjects (e.g. Reading) and in a cross-curricular manner (e.g. wider curriculum development).

We are developing independent learners through appropriate provision and encouraging problem solving and investigative strategies to support mathematical skills and concepts.

Organisation and planning

Children are organised into mixed ability classes with approximately 30 children in each class. Provision is made for a range of activities and opportunities to enrich the lives of young people, families and the wider community- with visits, visitors, 'wow!' starters and the use of the outdoors. We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis at the end of the Summer term.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic or subject.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Early Years Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Development Matters. We ensure that there is planned progression in all curriculum areas and this is based on children's interests and the continual evaluation and evolution of medium term plans.

Curriculum Policy Guidance

Planning is systematic, learning shows links where relevant and teachers understand expectations and high challenge through training. There is regular moderation and weekly year group planning opportunities for teachers.

Rudston Primary School plans the curriculum with reference to the National Curriculum and Learning Challenge Curriculum guidance. We aim to deliver a broad, balanced and challenging curriculum to prepare our pupils for transfer to the next key stage and life beyond.

Rudston pupils study English, Maths, Science (aided by an external Science Specialist), Art and Design (with support from variety of Art specialists), Citizenship, PSHE (including SEAL and RSE), Computing, Design and Technology, Languages (Spanish), Geography, History, Music alongside peripatetic teachers), PE (with 2 hours of dedicated time to P.E across the school). Swimming at Rudston takes place at Wavertree Aquatics Centre. SMSC underpins much of the learning and curriculum.

All subjects are taught in mixed-ability groups with appropriate levels of differentiation and extension.

Extension Learning Opportunities

The school provides an enhanced curriculum to increase children's enjoyment and achievement. Themed days, visiting theatre groups, visits to the theatre and events such as Book Week, Sports and Wellbeing Week and Diversity Week all motivate the children and make learning fun.

At every turn, we encourage our pupils to look beyond themselves and our school. We believe we're an integral part of our local community and are keen to share our resources, time and skills with other school and organisations.

Our Eco Club helps our learners to look after their school and the local environment. The Eco Team are part of our school sustainability plan.

Radio Rudston enables a group of children from all year groups to learn how to produce and broadcast regular podcasts to the school and the wider world. The whole school listen to and contribute to the Friday broadcast.

Our additional extra-curricular activities includes Music Tech Club, the residential trips to the PGL, Stratford Upon Avon and Crosby Hall, the school performance and a choir club.

We are a Forest School, which means we encourage and inspire individuals of any age through positive outdoor experiences over an extended period of time. The main goals in primary children include encouraging curiosity and exploration with senses, empowering children in the natural environment and encouraging spatial awareness and motor development.

We have a functioning Immersive Learning Environment. As well as functioning as our dining facility, we commissioned a state of the art yet simple to use technology system to set a mood and provide a creative environment to engage our pupils in learning and link to our all areas of the Curriculum.

Homework is provided for all children in the form of Bug Club, My Maths and Learning Logs.

Rudston Primary School offers a wide and varied programme of cultural and sporting activities which support and extend the curriculum.

The Curriculum and Inclusion

We are involved in multi-agency work to facilitate the delivery of additional needs through the work of our SENCO. Rudston is an inclusive school. We accept children with statements in accordance with the SEN Code of Practice. We believe that all pupils deserve the right to a broad and balanced curriculum.

The needs of children with English as an additional language are carefully considered. Support is provided appropriately to assist each child's individual needs.

Our Quiet Room is a place of tranquillity and calm. A holistic programme called 'Stepping Forward' is delivered here. This programme aims to support and develop the emotional well-being of our school community. The room is also used to deliver Play Therapy sessions.

In terms of Communication Friendly Spaces, we believe that good universal provision starts with adjusting the environment to reduce or remove barriers to enable all learners to develop their social, emotional and learning potential. Consideration is also given to: the way in which adults interact with and communicate with children; the physical environment; visual support; and careful planning.

Additional provision is made for our higher attaining learners through differentiated activities in class, individual targets in their area of ability and through extension and enrichment opportunities within and beyond the classroom setting.

The curriculum is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have special needs, our school does all it can to meet the individual's needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having

specific needs, then his/her teacher makes an assessment of this need in consultation with the SENCO. If a child's need is severe, we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs where possible.

The school provides an Individual Educational Plan (IEP) for each of the children who require additional support. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Early Years Foundation Stage

This provision includes Bright Stars and Reception classes. Children learn basic skills through play activities which are carefully planned to include the prime and specific areas of learning.

Prime Areas: Personal, Social and Emotional Development; Communication and Language; Physical Development.

Specific Areas: Literacy; Maths; Understanding of the World; Expressive Art and Design.

In the Early Years, teachers build on children's previous experiences and ensure that everyone feels included, secure and valued.

The aim of the EYFS curriculum is to ensure equal access to the Early Years Foundation Stage learning objectives whilst also taking account of previous learning experiences and individual rates of development.

The curriculum that we teach in our Nursery and Reception classes meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the Development Matters as set out in these documents, and on developing children's skills and experiences. Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities.

We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

The Role of the Subject Co-ordinator

Each subject leader checks each year group's Long Term plan against the National Curriculum for coverage in their subject area. If there are gaps, the relevant year group's teacher plus the Curriculum Manager are informed to ensure comprehensive coverage.

The role of the Subject Co-ordinator is to:

- Provide a strategic lead and direction for the subject;
- Support and advise colleagues on issues related to the subject;
- Monitor pupils' progress in that subject area;
- Provide efficient resource management for the subject.
- Have an awareness of the schemes of work from EYFS to KS2
- Report to the Headteacher and Governors on the strengths and areas for development of the subject and the strategies for improvement.

It is the role of each Subject Co-ordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each Subject Co-ordinator reviews the curriculum plans for the subject and sees that progression is planned into schemes of work.

Monitoring and Review

Assessment is carried out across the school. Children are assessed against EYFS Development Matters in Reception and through term assessments during Key Stage 1 and 2. Teacher assessment

is carried out on an ongoing basis using the OTrack assessment programme and other relevant assessment and observation toolkits.

We will review how well resources are matched to learning needs – in terms of use of time, space and money.

The Class Teachers and the Subject Specialist Teachers are responsible for the day-to-day organisation of the curriculum. They monitor the weekly lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, and that all lessons have appropriate learning objectives.

Subject Co-ordinators and Rudston SLT monitor the way the subjects are delivered throughout the school through lesson observations, book monitoring and learning walks. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by Rudston SLT and will be reviewed every year by staff and governors.

Date: September 2018

Review date: July 2019