

# The Rudston Recipe

## Our Curriculum Handbook

### 2019



# The Rudston Child

When our children leave Rudston we want them all to be...



## **Statement of purpose**

At Rudston Primary School we will 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 the environment in which they live and achieve their true potential.

## **Our Mission Statement**

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



## **We aim:**

- 1. To be an inclusive school and to put into place the practice in all aspects of our work that ensures that all learners are given equality of opportunity and treated fairly.**
- 2. To promote and achieve high standards for all by providing teaching and learning of the highest quality.**
- 3. To use data and tracking to ensure all pupils make outstanding progress and they are involved in understanding their next steps to learn.**
- 4. To treat learners as individuals and to differentiate teaching and learning to take account of their individual and special needs.**
- 5. To provide well for learners' physical, mental, social, spiritual, moral and cultural needs.**
- 6. To provide well for learners' care, health and safety.**
- 7. To ensure that all learners benefit from a rich, broad, balanced curriculum presented in an interesting, exciting and imaginative manner with lots of opportunities for purposeful experiences that enable pupils to learn to learn.**
- 8. To teach basic skills and core subjects well and to give great emphasis to the foundation subjects and RE through a thematic and creative approach.**
- 9. To make connections between subjects and aspects of learning and to apply basic skills across the curriculum. To give consideration to pupils input into the direction of the learning and to listen to their feedback acting accordingly.**
- 10. To enliven and enrich the curriculum by visits, visitors and extensive use of the environment**
- 11. To make parents and the wider community partners with the school and to involve them in the evaluation of its success.**
- 12. To build an ethos marked by a welcoming, friendly, bright and lively, happy place where learners feel secure. A place where good behaviour and attitudes to learning are expected and where learners enjoy growing up and staff feel valued.**
- 13. To make this school a place of enjoyment where success is celebrated and acknowledged and we continually strive to improve and be the best we can be.**



# We achieve our aims through our:

**Ethos and Environment**

**High Quality Provision for all**

**Leadership and Management**

**Curriculum Content**

**Our Core Values:**

*Respect*

*Responsibility*

*Resilience*

*Challenge*

*Enjoyment*



# Ethos and Environment

At Rudston, our learning environments are underpinned by the 'Communication Friendly Spaces' philosophy. This means our children are taught and they learn within spaces that are developed to encourage excellent behaviour for learning, wonderful communication and collaboration where they are inspired to be creative and use their imagination. Classrooms have the same basic layout. Our classrooms have natural light which is better for eyes. Each classroom has an interactive whiteboard and a computer. Each class has access to i-pads to enhance learning.

The outdoor learning environments made available to the children are of the highest possible standards. These are used throughout the day and enhance our provision immensely.

The school has developed an approach of using the outdoors across the age range from 0-11 called 'Forest Schools'.

During their time at Rudston Primary all children will produce and broadcast a Radio Rudston show.



# High Quality Provision for all

All individuals are valued and have equal opportunities to develop to their full potential within a context of mutual respect, justice and fairness. A CREATIVE AND DIFFERENTIATED CURRICULUM is at the heart of what we do at Rudston.

## Special Educational Needs

All children are appreciated, respected and welcomed to the school whatever their additional educational need. We will support their learning and ensure they are fully included in all school activities, making full use of externally provided facilities where appropriate. The School has SEN Co-ordinators who liaise with parents, extended services and other agencies. These needs may arise for a variety of reasons. There are several stages of recognising difficulties and at every level there is full involvement and cooperation between school and parents. We provide lots of additional provision for intervention and pre and post teaching.

## Mastery

We aim to ensure that children who display exceptional gifts and talents are provided for. The school works to offer a variety of enrichment opportunities both inside and outside of the classroom, and aims to harness and develop the gifts and talents that our children display.



## **Leadership and Management**

Effective, efficient and aspiring leadership and governance, including distributed leaderships, nurtures our ethos and environment at Rudston. This on-going commitment to improve drives the continuous development of teaching, learning and assessment and the curriculum provision necessary to ensure that all of our children reach their full potential. As a school we make a commitment to develop the skills and talents of all staff through individual and whole school CPD.

## **Partnerships**

At Rudston we continually strive to improve partnerships. We work closely with local schools, LPHA, LLP, G10 and are strategic partners with both HOPE and LJMU universities which significantly contributes to the achievement of our aims.



## Curriculum Content

The National Curriculum is not the whole curriculum. The National Curriculum sets out the subject requirements that maintained schools are required to follow. It is useful to think of the National Curriculum as a set of ingredients that can be included in a school curriculum. A school should decide how the ingredients can be put together in the most exciting and effective way. A school should also consider what other ingredients are required to make a really outstanding curriculum that will inspire and challenge all children and prepare them for the future.

This combination is known as:

# The Rudston Recipe



## The Rudston Recipe

# ***What drives our curriculum?***

Rather than just letting subjects drive the curriculum, we feel that it should be the needs of children that should determine the emphasis. It is vital that our children learn what is in the statutory National Curriculum, but most parents and teachers know that children need much more than this. Balancing children's needs with the statutory curriculum will always be a challenge, but instead of the two acting in opposition we aim to ensure the content of the curriculum meets the needs of children and fulfils statutory requirements. To do this, we have established some key 'Drivers' for our school. 'Curriculum Drivers' are the factors and values that will shape the statutory curriculum, based on the needs of the children, the community, school values and the school location. These aim to 'drive' learning forwards and become the 'Drivers' for our unique Rudston Recipe Curriculum.

We will use these 'drivers' to underpin all development work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to meet the needs of our community and reflects our location here in Childwall, Liverpool.



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# ***Our curriculum Drivers***

**Emotional intelligence** - Emotional intelligence covers five main areas: self-awareness, emotional control, self-motivation, empathy and relationship skills. It is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment.

**Resilience** We seek to nurture their curiosity to learn, foster a growth mindset and build their resilience.

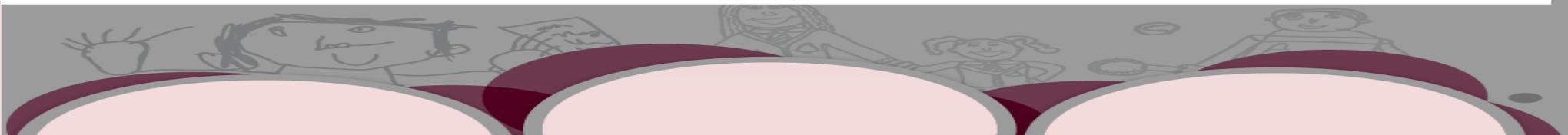
**Independence**—Independent learning is a process, a method and a philosophy of education whereby a learner acquires knowledge by his or her own efforts and develops the ability for enquiry and critical evaluation.

**Sense of community** - – We are at the heart of a lovely school community, but want the children to learn about and understand the wider communities they are part of, both in the UK and the wider global community.



# The Rudston Recipe

Curriculum Intentions	Our Drivers:	Emotional Intelligence	Resilience	Independence	Sense of Community	
	Rudston Core Values	Responsibility	Resilience	Respect	Enjoyment	Challenge
	Curriculum Vision: The Rudston Recipe	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 all children enjoy coming to school, and acquire a solid basis for lifelong learning.	To teach all children the basic skills of literacy, numeracy and information and communication technology.	To enable all children to be creative and to develop their own thinking.	To teach all children about the developing world, including how their environment and society have changed over time.
	To appreciate and value the contribution made by all ethnic groups in our multi-cultural society.	To enable all children to be positive citizens.	To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.	To teach all children to have an awareness of their own spiritual development, and to distinguish right from wrong.	To help all children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.	To enable all children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.



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<b>Teaching Intentions</b>	Our Teaching Intentions are:	Learning Objectives are clear and accessible	Modelling	Questioning	Challenge and Support as required	Continuous formative assessment	Moderation of assessments through pupil progress meetings
	Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops.	The classroom climate created by teachers inspires and motivates all pupils.	Teachers have deep knowledge of the subjects they teach.	The classroom climate created by teachers inspires and motivates all pupils.	Developing strong partnership with parents and carers that influence learning at school and home.	Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment.	Teaching is based on a clear understanding of cognition and learning.



# The Rudston Recipe

<b>Implementation</b>	Our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning.	Educational Visits including residential	Visitors	Assemblies	Extra-Curricular Opportunities	Learning outside the Classroom	Responding to World Events	Contribution to the Wider Community				
	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design					
	English	Maths	Science	R.E.	History	Music	Geography	PE	Art/DT	PHSE	Computing	Spanish
	Curriculum Drivers					Discrete Subjects				Discrete Subjects Taught in Books		
	Hook that engage children for learning.	Purpose for learning: outcome for an audience	Less in more depth	High quality text	Mastery curriculum	High expectations for all children						



# The Rudston Recipe

<p>Impact</p>	<p>Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas:</p>	<p><b>Impact One: Standards</b></p> <p>Children make progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.</p>	<p><b>Impact Two: Positive Learners</b></p> <p>That children learn, and develop their skills, to the best of their ability; for them to be creative and to develop their own thinking;</p>	<p><b>Impact 3: Personal Development</b></p> <p>Children demonstrate an awareness of world and become positive citizens. That the children appreciate and value the contribution made by different groups in our multicultural society. That they understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.</p>
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<p style="text-align: center;">Evaluation</p>	<p>We regularly review how well our curriculum goals enable achievement.</p>	<p><b>High Quality Outcomes - -</b>          Has the learning journey led to a purposeful outcome or product?          - Do children have ownership of the outcomes?          - Do the pupils experience a taste of the best that has already been achieved?          - Are there relevant contexts for high quality outcomes for English and Maths?          - Are teaching expectations high enough?          - Are there clear assessment criteria?          - Are pupils challenged to think and to evaluate their learning?          -Is assessment purposeful, efficient and used to shape future learning?</p> <p><b>We evaluate through monitoring, work scrutiny, data analysis and topic outcomes.</b></p>	<p><b>Curriculum Content is Responsive and Relevant</b>          - Are pupils able to connect local, national and global contexts for learning?          - Do children experience enjoyment in their learning?          - Do teachers respond to educational research?          - Are the rich resources within the local community and environment being maximised?          - Are tasks adapted to reflect current affairs and technological and environmental changes? -          Is AfL responsive and effective?</p> <p><b>We evaluate through pupil voice, learning walks evaluations and work scrutiny.</b></p>	<p><b>Mastery for all Challenges all</b>          - At point of learning, is the curriculum sufficiently challenging and appropriate for each child?          - Are there opportunities to develop a deeper understanding of the learning values?          - Are there high expectations for all?          - Does the work of the children show that tasks are rich?</p> <p><b>We evaluate through curriculum outcomes, book scrutiny, pupil voice and assessment.</b></p>	<p><b>Embedding Knowledge and Skills</b>          - Do children have opportunities to solve problems and undertake learning at a deeper level?          - Do children have the opportunity to build on their knowledge and skills throughout the school?          - Are knowledge and skills (K&amp;S) carefully planned in the curriculum activities?          Do children have opportunities to embed their knowledge and skills in the curriculum?          - What knowledge and skills have pupils gained against expectations?</p> <p><b>We evaluate through curriculum assessment.</b></p>	<p><b>Being part of a Family and a Community</b>          - Does the curriculum engage pupils to be part of a family of learners?          - Do children share their learning with others? - Do children learn from others?</p> <p>- Is 'The Rudston Recipe' embedded in our school?          - Do pupils engage with local community, national and global issues?          - Are pupils able to relate their values and experience to British Values?</p> <p><b>We evaluate through pupil voice, lesson observations, learning walks and curriculum evaluations.</b></p>
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# The Values Curriculum at Rudston Primary

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. Underpinning the personal development of all our children is our Values Curriculum with incorporates the principles of the Art of Being Brilliant across everything we do at Rudston.

Our values Curriculum aims to support children LEARN and GROW through:

**Acceptance of British Values**

**Exhibiting a 2%er attitude in all aspects of life**

**Demonstrating Rudston Values**

**Consideration of our Collective Reflection and R.E. Curriculum**

**Establishing positive relationships**

Children have to opportunity to hold a range of positions of responsibility

**School Council**

**Eco Monitor**

**Yard Guardian**

**2%er Champion**

**Young Leader**

**Peer Mentors**

**Head Boy**

**Head Girl**

This Values Curriculum supports all children in becoming

**To appreciate and value the contribution made by different groups in our multicultural society**

**To enable children to be positive citizens**

**To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all**



# The Rudston Core Values

We have developed the 5 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.



# British Values at Rudston

At Rudston Primary we have worked with all children from Reception to Year 6 to develop an understanding and appreciation of British Values. During British Values week the children produced their own definitions of British Values and they are encouraged to demonstrate this values in every aspect of school life.

## Democracy:

The right for your voice to be heard.

## Rule of Law:

Only fools don't follow the rules.

## Individual Liberty:

Be free to know your rights and express yourself.

## Mutual respect for and tolerance of those with different faiths, beliefs and those with no faith:

Treating everyone the same, no matter how different they are.

## LIVING OUT OUR SCHOOL AND BRITISH VALUES

We place a great emphasis on putting our values into action and our children are supported to understand that their actions reflect their values.



We want every child to:

**Dream**  
**Believe**  
**Achieve**

