

**Ravensworth Terrace Primary School**

**Curriculum Policy**

**Our Vision**

At Ravensworth Terrace Primary we aim to provide a creative, inclusive, real-world curriculum that challenges and inspires our children to be future thinkers, innovators and problem solvers. Our broad, balanced curriculum will equip our children with essential knowledge and skills and will ensure that all learners meet or exceed their potential academically, socially, emotionally and spiritually. Through our engaging curriculum we will develop a thirst for knowledge, ignite our children’s curiosity and their passion for learning, raising their aspirations and ensuring they have the tools they need to flourish and succeed and become ambitious lifelong learners.

**Principles and Purpose**

Our curriculum is customised and personalised to meet our children’s needs. It is carefully structured so that the development of knowledge, skills and vocabulary is taught in a systematic and logical sequence. The Cornerstones Big Ideas (See Appendix \_) are introduced and built upon through a wide variety of projects, making links between subjects and content. The curriculum is organised to support children’s growing depth of learning using a topic based, thematic approach. It provides children with a range and breadth of rich and memorable learning experiences which promote SMSC and British Values.

**Our Curriculum Aims**

Through our curriculum we aim to:

• Develop a love for learning

• Develop a rich and deep subject knowledge

• Make meaningful links between subjects.

• Make effective connections to the real world.

• Help children to think creatively and solve problems.

• Develop children’s capacities to work independently and collaboratively.

• Understand the purpose and value of their learning and see its relevance in the past,

 present and future

**Our Curriculum Intent**

It is our belief that every child should feel valued and experience the feeling of success across all curriculum areas. We believe that through the curriculum we can impact on how children feel about themselves, we want our children to feel clever, confident and ready to tackle any challenge they may face.

We place high priority on ensuring children’s physical and mental wellbeing needs are met. We understand that children will not be successful learners unless they are emotionally secure, therefore we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children’s physical and mental wellbeing are as valued and important as academic development.

Through our curriculum we intend to ensure every child receives an appropriate mix of academic and personal development which means that in practice our curriculum places equal importance on core and foundation subjects.

Our balanced approach to the curriculum is not at the expense of high standards in core subject areas. High standards and enabling children to reach national expectations and above is of vital importance if they are to succeed at the next stage of their education and go on to achieve full and happy lives and careers.

It is our intent that our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at makes good progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

It is our intent that through our curriculum we develop our children’s knowledge and understanding of British Values and their pride of being British and living in a diverse society. As well as making children proud of their own backgrounds, we also ensure children develop their knowledge of the world around them nationally and internationally. This is of vital importance as our children live in a largely white British Community.

Through careful discussion and analysis of our children’s backgrounds, cultures and learning behaviours, we have identified the areas which drive our curriculum design with the intent that children must have the building blocks to become successful adults in terms of being able to gain employment, live healthy lifestyles, be moral citizens and to take opportunities to extend their horizons.

The following curriculum drivers are woven throughout Curriculum:

* Healthy Minds and A Sense of Wellbeing
* Healthy Bodies and A Sense of Adventure
* Cultural Capital and High Aspirations
* Respect, Equality and Diversity

**Implementation**

Structure of Our Curriculum

Our curriculum is built on The Four Cornerstones of Learning – Engage, Develop, Innovate and Express. These are four distinct stages that actively promote children’s learning and thinking. The Four Cornerstones of Learning link explicitly to pupils’ spiritual, moral, social and cultural (SMSC)development. The focus for teaching and planning in each Cornerstone is as follows.

Engage

Getting children engaged in a concept is the first step to learning. We endeavour to hook learners in with a memorable experience. Each memorable experience sets the scene and provides the context for future learning. During the engage stage teachers ask questions to find out children’s interests and spark children’s curiosity using interesting starting points.

Develop

In the develop stage, children explore themes, concepts and subjects in greater depth. Teachers give children the opportunity to gain new skills and knowledge from a range of activities. This enables children to make progress and develop confidence across a range of subjects.

Innovate

In the innovate stage, children are offered a range of rich and stimulating scenarios. These scenarios act as provocations, encouraging children to think creatively. During this stage, children have the opportunity to work both independently and in different groups.

Express

Finally, in the express stage children reflect on their learning through talk and opportunities for shared evaluation. Children are given opportunity to explain their learning in different ways and identify next steps. The involvement of parents and carers in this stage of learning enables a shared understanding of progress and achievement.

Memorable Experiences

Each project / theme begins with a memorable experience that stimulates children’s curiosity and prepares them for a new theme. A memorable experience often involves an educational visit out of school or a visitor coming into school to share their expertise with the children.

Curriculum Design

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Projects last either a half or full term depending on the amount of content and the children’s interests. In some cases, projects may be taught for a shorter period, for example during a science or art week. Knowledge, skills and vocabulary linked to each theme / project / subject are also planned for to show clear progression and age-related expectations.

Timetables

Each year group has a set of non-negotiable allocations for various aspects of the curriculum, including English, mathematics and PE. Teachers are free to arrange their afternoon timetable to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be ‘blocked’ or run over successive afternoons.

**Subjects**

English

English is a core subject and is at the heart of our curriculum. Each project covers a range of reading and writing genres and, where appropriate, links to other areas of the curriculum. Spoken language is promoted throughout the curriculum and across all subjects. Spelling, vocabulary, grammar and punctuation are promoted throughout all writing opportunities, with each year group following a specific programme.

Mathematics

Mathematics is also a core subject and is taught discretely using Maths No Problem. Incorporating the use of resources, problem solving and group work, the Primary Series is child-centred and fun to teach and was assessed by the DfE’s expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery. However, where relevant, mathematics is linked to ongoing project work.

Science

Science is taught discretely but some curriculum projects also have a science focus.

Foundation subjects

The foundation subjects – history, geography, design and technology, art and design – are integrated into each project and provide enrichment across the curriculum. Some projects include aspects of PE and music but these subjects are taught discretely.

Religious education

RE is a statutory part of the curriculum and follows the locally agreed syllabus. The RE curriculum is enriched using the Cornerstones Love to Celebrate scheme.

PHSE and citizenship

PHSE and citizenship are important aspects of our curriculum and are taught both discretely and within our curriculum projects.

ICT and computing

The core skills of ICT are taught as a discrete programme across school. However, other elements of the computing curriculum are integrated into the curriculum as part of project work. These include e-safety, digital publication and presentation, research, data handling and the use of digital media.

Early Years

See our EYFS policy for information on how our early years curriculum is delivered.

**Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](https://www.gov.uk/government/collections/national-curriculum), 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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook).

**Roles and responsibilities**

**The Governing Body**

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

The governing body 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
* Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN
* It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

**The 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

**Other staff**

All teaching staff will ensure that the school curriculum is implemented in accordance with this policy.

**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:

 More able pupils

 Pupils with low prior attainment

 Pupils from disadvantaged backgrounds

 Pupils with SEN

 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. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

**Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements. Subject leaders monitor the way their subject is taught throughout the school through planning scrutinies, learning walks, work scrutinies etc.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years, at every review, the policy will be shared with the full governing board.

**Links with other policies**

This policy links to the following policies and procedures:

 EYFS policy

 Assessment policy

 SEND policy and information report

 Equality information and objectives