

Ravensworth

Terrace Primary School



Curriculum Policy 2022-23

Establishing Progressive Consistency | Enabling Cohesion | Ensuring Coherence

*We believe in the worth and potential
of every individual.*

*We have high expectations and goals
for ourselves and others.*

We will persevere even in the face of obstacles.

We believe that everyone can succeed.

Together, we are winners.

Respect Independence Perseverance Kindness Teamwork

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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. Our School Global Themes are revisited regularly making links between subjects and content. The curriculum is organised to support children's growing depth of learning using a project 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 Ravensworth Terrace Primary School makes good progress both academically and personally.

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 and are our School Global Themes:

- 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

The subjects of History, Geography and Art and Design are built on The Cornerstones of Learning - Engage, Develop and Express. These are distinct stages that actively promote children's learning and thinking. These Cornerstones of Learning link explicitly to pupils' spiritual, moral, social and cultural (SMSC) development. The focus for teaching and planning 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. This can be an educational visit out of school or a visitor coming into school to share their expertise with the children. 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.

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.

Curriculum Design

Our curriculum design gives each year group the opportunity to cover a broad range of subjects. 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. Knowledge, skills and vocabulary linked to each project/subject are also planned to show clear progression and age-related expectations. Skills and vocabulary covered are displayed in classrooms via Knowledge Working Walls so that teachers can refer to previous learning and build on this to deepen understanding.

Subjects

All subjects follow the sequence of Refresh, Input and Review.

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

At Ravensworth Terrace we follow the 'White Rose Small Steps' supplemented with Power Maths. This is where concepts are taught in blocks throughout the year. There are also Maths Refresh sessions within all year groups. These sessions are short and daily which ensures that basic number skills are practised regularly and any gaps in learning are addressed.

Consistency in teaching mathematics across the entire school is achieved by teachers planning and delivering lessons with the aid of high quality and rich resources including: White Rose Maths materials, NCETM Spines, Power Maths, NRICH and subscription websites such as My Maths. In addition to this, all teachers follow the school's calculation policy to ensure consistency across the school.

Science

Science is taught discretely. We follow the LA scheme of work.

Foundation subjects

The foundation subjects - History, Geography, Design and Technology, Art and Design - are integrated into each project and provide enrichment across the curriculum. PE and Music 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.

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](#), 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 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