

REDLANDS PRIMARY SCHOOL **CURRICULUM POLICY**

NB. The curriculum at Redlands is being reviewed this year and we will be developing a value- led curriculum. Our reviewed curriculum and policy will reflect the intent, include details of how it will be implemented and how it will be monitored and evaluated.

1. Aims and objectives

At Redlands, we aim to foster a life-long love of learning, through adopting a highly practical, creative and cross-curricular approach to learning. Our curriculum aims to deliver a 21st century education that will equip our children with the skills required to be independent and responsible citizens. It introduced pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement. We aim to deliver this through:

- 1.1 developing a sense of community and belonging, contributing to our community through direct interaction, making links with local groups and organisations;
- 1.2 equipping children with skills for life, through practical work;
- 1.3 providing a broad, balanced, creative, inclusive and relevant education which provides continuity and progression and takes individual differences into account;
- 1.4 providing opportunities for children to develop inquiry skills and to broaden their outlook on life;
- 1.5 making learning more meaningful by putting it into context;
- 1.6 holding a flexible timetable approach to make space for true depth of study;
- 1.7 establishing cross-curricular links to foster broader understanding;
- 1.8 creating and maintaining an exciting and stimulating learning environment;
- 1.9 building on children's achievements, from the EYFS areas of learning through KS1 and KS2;
- 1.10 embedding a Modern Foreign Language and an understanding of sustainability by providing contexts for learning ;
- 1.11 involving parents and families as an integral part of the learning process.

2. Teaching and Learning Styles

We recognise that children have different and preferred learning styles, and so make allowances for this in planning and delivery. Learning opportunities are provided for all children by matching the challenge of the task to the ability and learning styles of the children. This is achieved in a variety of ways by:

- 2.1 setting common, open-ended tasks to elicit a variety of depth of response;
- 2.2 setting tasks of increasing difficulty, scaffolding where appropriate;
- 2.3 grouping children by attainment where appropriate and setting different tasks for each group (differentiation);
- 2.4 providing opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations;
- 2.5 enabling the communication of knowledge and feelings through various art forms including art/craft, music, dance, drama;
- 2.6 helping children to listen and read for a variety of purposes and to be able to convey meaning accurately and appropriately through speech and writing for a variety of purposes;

- 2.7 giving children opportunities to develop their thinking and problem solving skills mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space and data handling;
- 2.8 teaching children to know about geographical, historical and social aspects of the local environment and the national heritage and to be aware of other times and places;
- 2.9 teaching children about the principles of sustainability in all relevant curriculum areas;
- 2.10 developing the use of ICT/computing across the curriculum, including the teaching of e-safety;
- 2.11 teaching children to have an understanding of the beliefs of major world religions;
- 2.12 enabling children to have an understanding of our responsibilities as global citizens and to develop empathy skills;
- 2.13 teaching children to know how to apply the basic principles of health, hygiene and safety;
- 2.14 developing children's enquiring minds and scientific approaches to problems;
- 2.15 providing practical opportunities for kinaesthetic learners;
- 2.16 using visual stimuli and artefacts to promote interest;
- 2.17 providing support staff to work with individuals or groups of children;
- 2.18 providing enrichment opportunities where teaching and learning can take place beyond the classroom;
- 2.19 using trips and visitors to further understanding.

3. Effective learning

In order for our curriculum to lead to creative teaching and learning, the approaches in school need to be founded on the following principles:

- 3.1 Children know what it is they are going to learn and why they are going to learn it;
- 3.2 Children know what they need to do to be successful;
- 3.3 Children are helped to be able to assess their own learning and the learning of others;
- 3.4 Children receive positive feedback that helps them to know what they have done well and to identify what they need to do next;
- 3.5 Children have time to reflect on and review their learning;
- 3.6 Children feel cared about and are happy, secure, motivated and stimulated;
- 3.7 Children experience a variety of learning situations, both indoors and outdoors;
- 3.8 The learning environment is well-organised, attractive, stimulating and positive;
- 3.9 Lessons are interesting, stimulating and fun, and children have the opportunity to learn through first hand, multi-sensory experiences;
- 3.10 Expectations are high for all
- 3.11 Timetabling provides opportunities for flexibility
- 3.12 Spontaneity is actively encouraged.

4. Creative curriculum

4.1 The curriculum has been organised into integrated topics and links have been made to other curricular areas within the topic and curricular focus. The use of ICT/computing is encouraged in all topic areas as a subject in its own right and in both the teaching of the topic and in the opportunities for children's independent learning. Each class teacher is responsible for the delivery of the curriculum through a 'topic based' approach which incorporates key skills.

5. Assessment and record keeping

5.1 All assessment is based on pupils' knowledge, application and understanding of the matters, skills and processes specified in the relevant programmes of study in the 2014 Primary National Curriculum in England.

5.2 All class teachers assess and record attainment and progress of children using AfL (Assessment for Learning), Target Tracker and more formal written assessments.

5.3 Class tracking for English and Mathematics is updated at six points during the year and children's progress is carefully monitored. Those who are falling below expectations are identified quickly and relevant actions and interventions are put into place.

5.4 Subject leaders monitor evidence (planning, assessment data, work, photographs etc.) from class teachers that allows them to assess how well their subject is being delivered and the progress being made by the children.

6. Responses to children's work

6.1 Oral and written responses are given to all children. There is inevitably more oral feedback during lessons and written responses are given to specific written tasks.

6.2 Initial responses should be encouraging, followed by carefully selected areas for development against the learning objectives, supported with teaching points.

6.3 Children are encouraged to reflect on and respond to their own work and that of others and displays around the school value and celebrate children's work.

7. Equal opportunities, inclusion and special educational needs

7.1 It is expected that **all** children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of teaching and learning styles. It is our aim that this approach will motivate and support children's learning at all levels including the most able, children with English as an Additional Language (EAL) and those identified with a Special Educational Need or Disability (SEND).

8. Monitoring and evaluation

Subject leaders are responsible for monitoring and reviewing the curriculum alongside the school's Leadership Team. Discussions are regularly held and modifications made as necessary. The School Development Plan (SDP) reflects actions and targets which are reached through:

- 8.1 regular formal and informal discussions with staff
- 8.2 regular observations of lessons
- 8.3 analysing assessment data
- 8.4 regular scrutiny of children's work
- 8.5 monitoring planning to ensure curriculum coverage
- 8.6 collating data from staff, parent and children's questionnaires
- 8.7 speaking with the children about their learning.

As a result of the above, actions in the SDP will be amended in order to move the school forward.

9. Communication

9.1 Governors are kept informed of developments and priorities through regular reports written by the Headteacher and an annual review written by subject leaders.

9.2 Parents and carers are kept informed of developments through regular newsletters, open evenings/days and annual reports.

10. Resources

10.1 There are some topic/resource boxes available with a range of resources.

10.2 We value experiences and people as resources too, and seek to provide them as frequently as possible.

10.3 Subject leaders are responsible for monitoring the use of resources, and arranging for replacements or additions to be made following the school ordering procedures. Staff are asked to inform the subject leader if any resources are damaged or need replacing, and they are also asked to submit any resources to be added to existing stock.

11. Health and safety

We actively follow our Health & Safety policy. Risk assessments are carried out for every trip or visit made and the equipment used in school has been checked by the subject leader and RBC inspector (where necessary). When working with tools, equipment and materials, in practical activities and in different environments, children are taught:

11.1 about hazards, risks and risk control;

11.2 to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;

11.3 to use information to assess the immediate and cumulative risks;

11.4 to manage their environment to ensure the health and safety of themselves and others;

11.5 to explain the steps they need to take to control risks;

11.6 to use tools, equipment and materials safely.

Date for review: Autumn 2020