



Curriculum Policy

Reviewed:	May 2021
Co-ordinator:	Mrs J Goddard

Ryhill Junior, Infant and Nursery School has a broad and balanced curriculum which places learners at the heart and is driven by the school's vision statement:

“Together we can achieve”

Our intent is to provide our learners with a curriculum that is coherent, well - structured and progressive, based around high quality teaching that allows our children to acquire good subject knowledge and understanding of key concepts, application of skills and development of ambitious vocabulary.

Our ACE curriculum

Our drivers have been chosen to underpin our curriculum. They develop our children as life-long learners and prepare them with the skills they need for life, as well as the skills they need for the workplace:

Achieve

This helps our pupils to build aspirations and know available possibilities for their future lives. We allow children to explore and experience the world around them and make positive decisions which may impact their future lives.

Community

We value the importance of our local community and beyond. We have an important place within our community and believe it is important that our pupils see themselves within a local context and also learn about the local community they live in as well as how this links to the wider world.

Enterprise

We feel that developing children's enterprise skills will help them make a positive contribution to society. By giving children enterprise opportunities, the children can apply the transferable skills learned in the skill builder lessons and projects.

These key drivers have been specifically chosen as they are also key features in the skills builder programme we use throughout school.

Skills builder

We believe it is important to build a set of essential skills in order to prepare our children for the future. Our curriculum is built around the following life-long and transferable skills which we feel will allow our children to thrive in college and university as well as in the work place. These are taught through projects in each year group but also explicitly in weekly lessons so they can be applied in all subjects:

- Listening
- Speaking
- Problem solving
- Creativity
- Staying positive
- Aiming high
- Leadership

- Team work

Our children in KS2 are also given the opportunity to experience trips to real places of work. The whole school enjoys 'skills builder days' which allow our children to apply the above skills in an exciting context. Opportunities to learn and apply these essential skills are weaved throughout our curriculum and appear at all levels of the planning process when delivering our curriculum.

Language development

Our aim is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement.

We believe that by focusing on oracy and language development as well as knowledge of the wider world, our children will be ready to successfully meet the challenges of the next stage of their education and their lives. In recognition that many of our pupils' have poor early language acquisition, the importance of vocabulary development throughout school and particularly in the Early Years is a priority. It is a feature of every unit of work and is explicitly taught in all lessons as well as being explored in homework tasks.

Early Years

Our curriculum begins in early years. The EYFS educational programmes are broken down into seven areas and a range of activities and experiences are planned for the children to experience these. The three prime areas are important for 'igniting children's curiosity and enthusiasm for learning, forming relationships and thriving' (Statutory Framework for EYFS, 2021):

- Communication and language
- Physical development
- Personal, social and emotional development

There are also four specific areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The EYFS is underpinned by the three characteristics of effective learning. These play an explicit part in deciding which learning experiences we provide for our children and how we assess their learning. They are:

- Playing and exploring – engaging
- Active learning – motivation
- Creating and thinking critically – thinking

We realise the great importance of developing children's language in the early years, and therefore ensure our children become 'word rich' by following the 'Word Aware' programme within nursery and 'The Nuffield Early Language Intervention' in reception for children who need further support to 'catch up' to their peers. We use

the 'Welcomm' language programme for children in nursery to screen them at intervals and as an intervention if children are below their chronological age. The programmes we follow are chosen as they contain high levels of support, they are linked to best practice and based on thorough research in education and health.

We have generated our school expectations for the end of reception to ensure our children are 'Y1 ready'. We also have an EYFS charter which compliments this. It is our promise to our children that we are committed to offering them a range of experiences. Regardless of their backgrounds, they will have a rich early years' experience at Ryhill School.

Key stage One and Two

Our curriculum continues into Key Stage 1 and 2:

- Key Stage 1 - Years 1 and 2 (5-7 year olds)
- Key Stage 2 - Years 3-6 (7-11 year olds)

All National Curriculum subjects, along with their aims and objectives, are carefully planned and covered across key stage one and two. These include the core subjects:

- English
- Mathematics
- Science

And the foundation subjects:

- Art and Design
- Computing
- Design and Technology
- Languages (French)
- Geography
- History
- Music
- Physical Education
- Religious Education
- Sex and Relationship Education

We have implemented a broad and balanced curriculum which also incorporates our children's heritage such as our history of mining and we aspire to aim high and achieve such as the likes of the naturalist and explorer Charles Waterton or the artist and sculptor Henry Moore who were born and raised in Yorkshire. It is exciting, engaging and relevant to the children in our community.

Careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum which celebrates their strengths whilst helping them to overcome the potential barriers to learning.

Cultural Capital

We want to give our children the best possible start to their education. Our school charters have been developed to ensure our children take part in a range of fun and exciting experiences throughout their time with us to develop essential knowledge and prepare them for future success. We are committed to offering them experiences such as watching live performances, learning basic first aid and creating products to raise money for charity.

Further Enrichment

The 'Open Futures' initiative has been part of our school curriculum for a number of years. Our children develop various skills where learning focuses on encouraging the children to 'learn through doing'. This is encompassed through the strands 'grow it' and 'cook it'. It has been developed to help children discover and develop practical skills to grow our own plants and produce in our school grounds. Our well-equipped kitchen is then used to turn our produce grown in the gardens into delicious meals which the children then eat and enjoy together at the table. The 'cook it' element dovetails into the Design Technology element of the National Curriculum but also gives the children the opportunity to use many essential skills which will prepare them for adult life.

Trips and experiences

We aim to offer an inclusive curriculum which provides a range of opportunities both during the school day and outside of school. These encourage the children to aim high in sporting events and competitions, community events promoting citizenship, activities such as cooking which promote and foster an understanding of healthy lifestyles, as well as creativity through the arts.

We have always believed in giving our children first hand learning opportunities so all year groups include several educational visits or experiences e.g. zoo visits, museum visits and trips to the seaside. We have enhanced our curriculum by ensuring our children experience coaching from experts in physical education and sport, music and local artists and authors. Through our skills builder programme, we partner with employers across all industries and sectors to engage effectively with our KS2 children through trips and workshops thus enabling the children to experience and appreciate the skills needed in the workplace. This is also an opportunity to apply the skills they have learned in school.

SMSC

We value the way in which all our children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and the vital role we play within the school to promote the fundamental British values. We strengthen the spiritual and moral development of each child, as well as their intellectual and physical growth. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable

each person to be successful, and we provide equal opportunities for all the children in our school.

National Curriculum subjects

More recent developments in our curriculum, have seen the design of clear curriculum intent documentation, mapping out the learning journey in individual subjects and across the curriculum to ensure learning is connected and cumulative. Highly skilled subject leaders have designed progressive curriculum maps which ensure children gain the key knowledge and skills in every subject. Our knowledgeable and skilful teachers ensure that children are able to revisit and retrieve previous learning, which allows them a deeper understanding of the key knowledge and skills within subjects.

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- Physical Education
- Religious Education

Planning

We have a clear long term plan in place for the whole school which shows the units that are taught in each subject in every year group. This ensures we have coverage of subjects and progression mapped across school. We use progression documents from each subject to ensure that work is pitched appropriately in each year group. An enquiry approach is used to help the children explore our curriculum, with key questions to start units, to encourage curiosity and deeper thinking, exploration and research, and to combine relevant knowledge with skills. This hopefully mitigates against a didactic approach and encourages teaching and learning to become a joint pupil and teacher 'journey'.

Our medium term plan has National Curriculum objectives for each subject to be taught that term or half term. To aid the children to 'know more and remember more' we block teach the teaching of some subjects. Some subjects will continue to be taught discretely such as PSHE and PE. We look for links with other subjects at this stage and opportunities to return to prior learning to help children make

connections with what they have learned before. Our skills builder theme and discrete skill is also identified. We also look for where our school charter can be applied.

Our short-term planning will look different in different subjects. We use a variety of published materials to support the delivery of our curriculum so that we have strong links between subjects and units both horizontally and vertically across the year groups. We build strong links in a systematic, structural way. Themes explored across school are: invasion, inventors, journeys and our local environment. Knowledge taught in one subject is explicitly reinforced and revisited in another subject and in subsequent years. Revisiting ideas and concepts in different, more challenging contexts in later units, using a variety of diagnostic assessments are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework. Knowledge organisers are used throughout subject lessons and sent home to help the children remember key knowledge, vocabulary and concepts. End of unit 'show what you know' pieces of writing are produced by the children to showcase their learning and help teachers assess where they are in their learning and the gaps which will need addressing. These, along with questioning the children, will help us measure the impact of learning in each unit of work.

Inclusion

At Ryhill Junior, Infant and Nursery School, we set high expectations for every child and feel every child should be valued and treated with respect. We endeavour to ensure that the provision for all pupils is of the highest possible standard. We plan work to challenge children whose attainment is significantly above the expected standard. We also plan work for children who have low levels of prior attainment or come from disadvantaged backgrounds.

We have no barriers to every child achieving and most children will be able to study the National Curriculum. A small minority of pupils will need access to specialist equipment or support. We use the SEN Code of Practice to support us with this. Children are identified as having Special Educational Needs if they have a difficulty which calls for Special Education Provision to be made for them. We are committed to narrowing the attainment gap between children with SEND and their non - SEND peers and also those who are vulnerable at any stage of their educational life. We want children to do their best, achieve, and be confident in their lives so they are prepared to move to their next stage in education.

Assessments

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making progress against key curriculum concepts and knowledge. We use assessments for a range of reasons but predominantly to find out what the children know, what they need to know next and to identify any gaps in their learning. We use the outcomes of assessment to check and support our teaching standards and help us improve.

We assess using both summative and formative assessments. Our summative assessments take the form of tests in some subjects at 'check points' throughout

the year. This data is recorded and analysed by both teachers and subject leaders. Parents and carers are informed of whether their child is working towards the expected level, at the expected level or working at greater depth in subjects. These assessments are used to set interventions or provide extra support to children where needed.

We give our children regular feedback on their progress through marking and conversations about their work. Self assessment checks, quizzes, written assignments (show what you know pieces) and questioning will help teachers gauge what children have learned in a unit of work and what gaps in knowledge and skills can be seen.

In line with government requirements, we will undertake statutory assessments. These include:

- EYFS statutory end of year assessment.
- Teacher assessment at the end of KS1 informed by externally-set but internally-marked tests.
- National tests at the end of KS2 in mathematics, reading, GPS, and a teacher assessment of mathematics, reading, writing and science.
- A phonics check at the end of Year 1.
- A multiplication check in Year 4

Partnership with parents

We strive to build positive links with the parents and carers of each child by keeping them informed about the way in which their children are being taught and how well each child is progressing. Parents are actively involved in school life through invitations to participate in and attend workshops, inspire days, parents' evenings, forums, fairs, assemblies and after school clubs. We value their views and opinions and try our best to tailor our curriculum with these in mind so that we can make the school the best it can be, together.

We are proud of our curriculum at Ryhill Junior and Infant School and are committed to assessing, reviewing and adapting it to meet the ever-changing needs of our children.