

# Curriculum Policy

**Reviewed:**

**September 2023**



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 are at the centre of 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.

#### 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 places of work or virtual experiences with places such as law firms. A great experience for our older children which also encourages them to aim high!

### **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. Our progression documents show how we build on vocabulary in all subjects.

### **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.

### **After school clubs**

We offer a range of after school clubs to our children linked to their interests and NC subjects. These include a well-being, gardening, computing, maths, French and art club, plus many more. We charge very little for these clubs so that all children have the opportunity to attend.

### **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. We 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. park 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 different industries and sectors to offer our KS2 children trips and virtual 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. Our oldest children also take part in a careers

week with a visit to a further education college as well as listening to talks from people from different professions. We want our children to aim high and be the best that they can be!

### **School charter**

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.

### **50 things to do before you are 5**

50 Things to do before you are 5 is an initiative promoted by Wakefield LA which we use in our Early Years setting. It provides a local offer to families, guiding them to places to visit, and fun things to do on their doorstep. They are shown how to make best use of their local libraries, museums, parks and wild spaces - helping to promote community cohesion at the same time. We detail opportunities to 'tick off' the activities in school and signpost parents to opportunities outside of school too.

### **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 respect. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

### **Our Early Years curriculum**

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

Our learning environments provide rich opportunities for pupils to ask and answer questions, explore, find out things, cooperate and solve problems through a range of different play-based provision. Play based opportunities are provided through provision areas such as the sand, water, construction, small world, music, writing, maths, and many more. All areas outside reflect the EYFS framework but on a larger scale. Our learning environments allows children to access the curriculum in a safe and supported manner and reflect the current needs of the children, constantly adapting to ensure they meet their ever-changing needs.

We plan using a topic-based approach which provides opportunity for pupils to develop basic skills such as reading, writing, phonics, number recognition and counting, as well as allowing children to develop socially, morally, spiritually, culturally and emotionally as they form friendships and explore their feelings. Topics will be enhanced by the ideas and interests which pupils and staff bring to the learning environment.

Reading is at the heart of our EYFS curriculum and is evident in our daily storytelling, reading areas and visits to our school library. Staff have a love of reading and read with passion and enthusiasm to captivate children. We encourage and celebrate children who read at home. Phonics sessions take place daily and the application of reading and writing is encouraged in all areas of provision.

We realise the great importance of developing children's language in the early years, and therefore ensure our children become 'word rich' by following RWI interventions and Welcomms for children who need further support to 'keep up' with their peers. 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. Our staff are all highly trained in delivering and monitoring these closely to track progress.

Maths is an important part of learning for children in our early years because it provides vital life skills. They will help children problem solve, measure and teach them how to use and understand shapes. Maths rhymes and resources in all areas of provision will allow children to apply the skills and knowledge they have learned.

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate,

communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child-initiated play, which is controlled, and adult led activities is very important to us.

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. We use Dojo as a tool for recording 'WOW' moments as this allows us to share children's learning experiences and progress with parents.

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 Barbara Hepworth 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.

### **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. Units of work start with a key question 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 detailed medium term plans have National Curriculum objectives for each subject to be taught. They also include links to previous learning so teachers can make links explicit. The sequence of lessons is included so that we ensure no gaps in children's learning and key knowledge and skills are taught at the right time. Key vocabulary for the unit can also be seen, along with assessment expectations. Key knowledge is also highlighted.

Our short-term planning will look different in different subjects. We use a variety of published materials to support the delivery of our curriculum. We try to make links between subjects and units both horizontally and vertically across the year groups so that children can make links in learning. Where possible, 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 or quizzes are produced to show their learning and help teachers assess and identify 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.

### **Delivery of lessons**

Each subject leader has clear expectations of how their subject should be delivered. This includes expectations for assessment, inclusion of SEND and more able, challenge and support.

### **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 an integral part of 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. 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

We are currently trialing effective retrieval strategies to help our children 'know more and remember more.' Our younger children will be encouraged to engage with our 'remember stations' which display books, objects, pictures and vocabulary from previous units of work. Classes will use a retrieval box which contains words, questions, photos, pictures all linked to previous learning. These will then be passed up to the next class so more information can be added and retrieved. At intervals, teachers will pull out something from the box to 'quiz' the children on. Units of work will begin with a recap of what has gone before, for example in the science unit plants in year 2 the children will first recap key learning from plants in year 1 through a quiz or short test then teaching will take place to plug any gaps in learning we have found before the new unit starts.



In lessons, children will have retrieval tasks at different points such as quizzes. Lessons will include '4 from before' – questions linked to previous lesson, months and years in that subject. Flashback Friday will involve 30 minutes of activities looking back at learning so far this year/term/week/year. End of unit posters, quizzes, presentations will show what the children have remembered from the whole unit of work. Posters outside the classroom encourage any adults to ask children questions from current or previous learning in a range of subjects.

### **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 skillful 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.

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

### **Writing**

In Writing, pupils will have the opportunity to:

- Develop their skills as a writer through transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing)
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Pupils will be able to develop their skills as a writer by:

- Writing for a range of contexts including different purposes and audiences
- Practising writing throughout the school day and across all subjects

- Develop their understanding of different types of punctuation and the impact it has on the reader
- Expressing their own unique ideas through the texts they write
- Choosing the words they write carefully for effect
- Carefully organising their writing

## Reading

In reading children will have the opportunity to:

- Access a wide range of books and other reading materials from across a range of genres and authors
- Access books which aid their reading development through a structured, challenging, progressive approach
- Have access to books which are in-line with and which aid in their phonics development through a structured, challenging, progressive approach
- Share books they are reading with adults to allow them to develop their skills as a reader
- Develop their skills as a reader by learning about the skills needed to analyse a text
- Explore and learn about a range of different authors and books that are suitable for their age range
- Enjoy reading for pleasure and see that books can fuel their imaginations and teach them new knowledge
- Access the school library so that they have a say in the books they read and are exposed to a wide variety of books

Pupils will be able to develop their skills as a reader by:

- Reading with an adult in school
- Taking part in Guided Reading sessions
- Having reading skills lessons which teach specific skills linked to reading and the understanding of what has been read. These will specifically cover, retrieval, inference, summarising, word meaning in context, decoding, prediction and will show clear, precise progression as the children move through school.
- Having access to a wide range of books and reading materials and being actively encouraged to explore different genres and authors through a variety of means throughout school
- Having frequent opportunities across the curriculum to share books and discuss them with adults and their peers

## Maths

In mathematics, pupils will have the opportunity to:

- Become fluent in the fundamentals of mathematics, through frequent practice with increasingly difficult problems over time
- Develop their understanding of mathematical concepts to be able to recall and apply their knowledge rapidly and accurately to problems

- Reason mathematically by following a line of enquiry, connecting relationships and developing an argument, justification or proof using mathematical language
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering when seeking solutions

Pupils will be able to develop their skills as a mathematician by:

- Understanding mathematical concepts
- Developing a range of skills and using and applying these in mathematics
- Understanding number facts and the number system
- Practising skills as a problem solver and developing an ordered approach to solving problems in a wide range of contexts
- Being an independent thinker who perseveres when faced with challenges and will have a go!
- Learning from their mistakes and seeing these as a positive learning experience
- Reasoning and summarising, make sense of their findings

## **Science**

In science, pupils will have the opportunity to gain knowledge about:

- the seasons
- All living things (plants, animals and humans) and their habitats
- Evolution and inheritance
- Materials, including every day materials, states and changes of matter.
- Light and sound
- Earth and space
- Forces and magnets
- Electricity

Pupils will be able to develop their skills as scientists by:

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Making predictions about what they think might happen
- Planning and investigating
- Saying why and how things happen
- Using a range of scientific equipment and resources
- Recording their ideas and findings
- Evaluating their own work and say how this can be improved

## **Art & Design**

In art pupils will have the opportunity to learn:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

- To develop a wide range of art and design techniques by using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Pupils will be able to develop their skills as artists by:

- Looking closely at detail
- Talking about colour, shape, pattern, tone and line
- Using a variety of tools and materials
- Expressing their own ideas and using their imagination
- Creating artwork on large and small scales
- Talking about the work of others including well known artists
- Evaluating their own work and say how this can be improved

## **Computing**

In computing pupils will have the opportunity to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Pupils will be able to develop their skills as computer programmers by:

- Using the internet safely
- Understanding the different uses of technology
- Giving instructions to make things happen
- Being able to predict simple patterns
- Being able to solve simple problems
- Being able to enter, load and save information
- Using the internet to find information

## **Design and Technology**

In design and technology pupils will have the opportunity to learn to:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

Pupils will be able to develop their skills as designers by:

- Creating designs and drawings to show their ideas
- Using a variety of tools and materials
- Using their imagination
- Evaluating, changing and adapting my ideas
- Considering the purpose of their design

## Geography

In geography, pupils will have the opportunity to:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to key physical features and key human features
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Pupils will be able to develop their skills as geographers by:

- Finding and naming places on a map
- Creating their own map
- Recognising some symbols on a map
- Saying what places are like
- Saying how places are similar or different
- Asking and answering questions
- Knowing about my local area
- Saying how a place has changed over time

## **History**

In history pupils will have the opportunity to learn about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Aspects of life in different periods
- Significant historical events, people and places in their own locality

Pupils will be able to develop their skills as historians by:

- Asking and answering questions
- Taking into account the views of others
- Researching using a range of sources
- Putting dates and events in chronological order
- Understanding and talking about past and present
- Understanding important events and people

## **RE**

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We want them to know how religious education enables them to combat prejudice, preparing them for adult life, employment and life-long learning.

We follow the Wakefield Agreed Syllabus for Religious Education 2018-2023.

In RE, pupils will have the opportunity to:

- explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living.
- learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these big questions.

- equip themselves with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

Pupils will be able to develop their skills by:

- understanding beliefs and teachings.
- understanding practices and lifestyles.
- understanding how beliefs are conveyed.
- reflecting
- understanding values

## **Music**

In music pupils will have the opportunity to learn to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and un tuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music

Pupils will be able to develop their skills as musicians by:

- Listening to a range of musical pieces
- Forming their own opinions
- Reviewing and evaluating
- Creating and composing
- Performing to others
- Using tuned and untuned instruments
- Considering how music makes them feel
- Understanding important events and people

## **PSHE**

Our Personal, Social, Health & Economic (PSHE) education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied.

The school's PSHE provision supports our aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

### **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, parents' evenings, forums, fairs, assemblies, concerts and some 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 involved them in community events and our careers week as we value their support and contributions.

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.