



# CURRICULUM POLICY

## **Intent: what are we trying to achieve with our curriculum?**

By the end of Key Stage 2 we want Riverside children to:-

- Acquire good subject specific knowledge, skills and understanding as set out in the National Curriculum so that children maximise their potential and develop a lifelong love of learning.
- Be respectful of each other, have inclusive attitudes and be good citizens within the school, Trust, local, British and global communities in a diverse, modern world.
- Be healthy and resilient with good physical and mental wellbeing, managing their feelings and emotions appropriately.
- Be aspirational about their futures and well prepared for adulthood.
- Be able to communicate effectively and confidently in a range of different situations, using a wide and varied vocabulary.
- Have good social skills and be able to work both independently and collaboratively.
- All of these intentions are underpinned by our seven core values: achieve, enjoy, respect, resilience, communicate, independence and teamwork.

## **Implementation: how is our curriculum delivered?**

- We follow the National Curriculum for KS1 and KS2 and the EYFS curriculum. We ensure it is progressive and builds on skills and knowledge over time, including embedding key English and maths skills across the curriculum. It is taught creatively through themed topics which make cross curricular links and include memorable experiences, such as visits and visitors, which our pupils may not otherwise have. It is carefully differentiated to ensure appropriate support and challenge for all pupils. This may include a highly personalised curriculum and environment where necessary for children with complex needs. Pupil conferencing enables pupils to both give and receive feedback on their learning and involves them in setting their next steps. We collaborate with a wide range of other schools, including as part of the MAT, to share best practice and develop expertise.
- We prioritise inclusion and ensure all staff are highly skilled and trained to respond to the wide range of needs within the school. We integrate

our High Needs children with their mainstream peers, which promotes respect and tolerance of differences. We make a positive contribution to the local community through our Riverside Rangers Programme and promote British values and citizenship through our PSHE 'Jigsaw' curriculum. Our RE curriculum ensures awareness and respect for a range of faiths and we hold regular themed weeks to celebrate other cultures, promote anti-bullying and awareness of disability. Regular whole school, key stage and class assemblies promote spiritual awareness, highlight British and school values, demonstrate how to stay safe and celebrate achievement.

- We offer both practical and therapeutic curriculum elements to promote healthy lifestyles and support mental wellbeing. Our cookery corner is used regularly by all classes with a focus on healthy eating and teaching practical skills related to food preparation and hygiene. Our Biodome links to this agenda by allowing children to grow their own produce, enhancing their understanding of where food comes from and bringing the science curriculum to life. Our PE curriculum and opportunities for daily exercise such as '5 a Day' ensure that children value physical health and enjoy being active. Emotional wellbeing is supported by a range of therapies including our school dog, Lego therapy and Emotional First Aid, supporting children who experience anxiety and teaching them strategies to manage their own needs as they grow. Our seven core values are interwoven throughout the curriculum and promote good behaviour across the school.
- Our curriculum has a focus on teaching children to be resilient and open to challenge in order to be the best they can be. We ensure they know how to keep themselves safe including when online. We provide opportunities for children to consider future career paths through our annual Jobs Fair and recognise achievements in all subjects both in and out of school.
- Our curriculum develops speech, language and communication skills through a focus on vocabulary, beginning in the EYFS, and identifying 'Star Words' in all subjects. Children are taught to greet others politely and engage in conversation with peers and adults. The Maths Mastery programme followed in Years R to 4 is language rich and encourages children to speak in full sentences and explain their thinking from an early age. We identify children with needs in this area early and offer specialist support from skilled staff. Children's confidence in talking to an audience is encouraged through paired talk in the classroom, contributing to school council and taking part in performances and assemblies.
- Through our curriculum, children have opportunities to work in groups of different sizes and abilities in all subjects. In themed weeks there are

activities which group together children from the whole primary age range. STEM projects such as Young Eco Engineers and K'Nex challenge offer collaborative working and problem-solving opportunities. Older children are given positions of responsibility such as 'Play Leaders', where they can role model to younger peers.

### **Impact: what difference is our curriculum having on our pupils?**

- We strive to ensure that our children's attainment across the curriculum is in line with or exceeding their potential when we consider their varied starting points. We measure this carefully using a range of materials but always considering age related expectations.
- Class teachers use high quality questioning skills, marking and observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace.
- Summative assessment compares children's attainment to national expectations across the curriculum and is tracked to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND or who are disadvantaged.
- Assessment judgements are moderated both in school and externally with local schools. Experienced staff undertake moderator training through the LA which helps validate school judgements.
- The quality of work in children's books and evidence of learning in more practical subjects is monitored regularly by subject leaders and the SLT to ensure progress over time, evaluate the impact of different topics and teaching approaches and check on consistency of practice.
- Application of skills across the curriculum can be seen in children's learning books, which record the majority of subjects in one place.
- Teachers liaise with each other at transition points to share key information which ensures prior learning is embedded and knowledge and skills are built on.
- Our pupils develop into fully rounded characters with a clear understanding of our seven core values. Positive behaviour and good attitudes to learning throughout the school reflect our focus on our values and the success of our therapeutic approaches. We closely monitor the impact of interventions around social, emotional and mental health needs in children who require more significant support.
- Pupils are well prepared for their next stage of education and motivated to face the challenges that lay ahead.
- Pupils demonstrate respect and tolerance of others, and are good role models within the local community.

**Our long term plan comprises of a Cross-Curricular map as well as a yearly map that breaks down what is taught in each year group by subject and the skills involved in these units.**

It ensures:

- The breadth of what should be taught in each subject to each year group/key stage.
- That parts of the National Curriculum from each subject are allocated to specific year groups and this meets the requirements of each programme of study, which is co-ordinated by the subject leaders in order to ensure that the knowledge, skills and concepts are developed systematically from year to year.
- The continuity and progression in the children's skills, attitudes, knowledge and understanding.
- That a suitable range of learning experiences are provided for children as they move through the school, such as performances for parents, external visitors to the school and trips for the children out of the school grounds.
- That the plan takes into account important school/ statutory events such as the Medway test, SATs, Phonics testing, festivals and transition to year groups and key stages.
- Teachers use the National Curriculum programmes of study as a guidance in matching planned cross curricular work, differentiated to match the abilities of the children ensuring support and extension through the breadth of the curriculum.
- Good use is made of technology across the curriculum.
- The curriculum sets clear and high expectations, not only of what should be taught but how.

Long term plans to be monitored by the subject leaders/ leadership team.

### **Our medium term planning ensures**

- An arrangement of balanced curriculum provision in each termly plan.
- That curriculum links support teaching and children's progress to meet effectively the requirements of the respective National Curriculum programmes of study for each of the subjects.
- Teaching is cross curricular and linked to the themes/topics planned to be covered in each key stage with a focus on skills based subjects – English, Mathematics, Science, History, Geography, Design Technology, Computing, Art, P.E, Music, Modern foreign languages and Religious education.

- Subjects that cannot fit into Topics are discretely taught.
- Opportunities for adapted learning to enable progress and achievement for all children.
- Key skills and knowledge to be taught are highlighted each term for each subject.
- Key vocabulary is taught each term.

(medium term plans are working documents but are available to view on the website or in curriculum folder on the shared drive)

### **Short term planning**

#### **Our short term planning is:**

- Organised by teachers
- Matched to what the children know about, understand and can do
- Monitored by subject leaders and the leadership team
- Provides differentiation of the teaching material
- Shared with the learning assistants who are then aware of what children will be expected to know and learn
- Clear for support staff to promote independent learning and minimise dependence on adults

#### **Short term planning needs to:**

- Identify the learning objective (WALT) and skills for the session stated in the medium term plan
- Identify the learning objective/skills for each of the ability groups (low, average and high attaining pupils,( LAPs MAPs and HAPs) from which assessments will be made
- Enable curricular targets to be set for children's learning
- Ensure key skills are taught across all subjects

### **Children's involvement in the curriculum**

Children learn best when they:

- Know what is expected of them
- Know what they have to do
- Know why they have to do it
- Understand how it will help them

Riverside Primary school sets targets for children's learning. Targets are set for children in order to provide children with a clear idea of what knowledge,

understanding or skills they need to acquire in order to make the next step in their progress. Where possible, teachers ensure that children understand the criteria for National Curriculum.

Where possible children assess and evaluate their own work against the National Curriculum criteria, setting targets for themselves and acknowledging their successes. Children are aware that making a mistake is inevitable and that they can learn from them. They understand how well they are doing and what they must learn to help them improve.

*See Marking and Assessment policy.*

### **Monitoring the curriculum**

SLT and Subject leaders monitor teacher's plans and carry out classroom observations. This can be linked to the targets in School Development Plan for the academic year and individual subject Action Plans. Subject leaders work alongside staff to support learning where needed.

SLT and Subject leaders report to the leadership team or whole staff as appropriate. The Headteacher reports on curriculum, attainment and standards through reports to Governors at local governing board meetings. Curriculum subject leaders are invited to present reports to the governors at meetings or local governing board meetings and discuss general progress towards achieving targets set in the School Development Plan. Governors complete learning walks in the academic year.

School evaluation of the curriculum takes place annually at the end of the academic year in order to set improvement targets in the next School Development Plan and in line with any new guidance.

*Policy Reviewed December 2021*

