

Rakegate Primary School



Curriculum Policy

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1. Curriculum Statement

Vision:

We will provide a safe, happy and creative environment in which school and families can work together to enable the children to learn effectively. We believe all children can reach their full potential by equipping them with the skills and knowledge required for a rapidly changing world.

Values:

Our curriculum is underpinned by our core values:

Respectful

Accepting of others Patience Kind Caring
Compassionate Manners Trust Listening

Ambitious

Enthusiasm Passion Aim high Endurance Trying something new
Don't give up Believe in yourself Encouraging others

Curiosity

Ask questions Love of learning Independent
Motivated Thirst for knowledge Resourceful

Healthy

Healthy minds Healthy bodies Safe
Digitally Aware

The curriculum intent of the school is intrinsically linked to the school's vision statement, mission statement and values.

We will provide a safe, happy and creative environment in which school and families can work together to enable the children to learn effectively. We believe all children can reach their full potential by equipping them with the skills and knowledge required for a rapidly changing world.

The key to unlocking a broad and balanced curriculum for our children is to ensure that all children acquire the key skills involved in reading, writing, mathematics and communication as soon as possible.

We aim to give children as many opportunities as we can to build through planned educational visits in each class, pantomimes and theatre visits. We have developed an outdoor learning provision which includes a natural working space to develop pupils social and practical skills as well as supporting their physical and mental wellbeing.

Implementation

We follow the National Curriculum and in EYFS the Development Matters framework. Our curriculum is delivered discretely for core subjects and we use a thematic approach to deliver foundation subjects. Music, PSHE, computing and RE are taught as discrete subjects. Cross-curricular links are made where relevant and beneficial to learning. To support a broad and balanced curriculum, the school plans regular 'Theme days' allowing teachers and pupils to immerse themselves in given subjects without the pressure of core subjects restricting time. Lessons are enhanced by memorable experiences (known as hooks) and wider opportunities, which inspire children of all abilities. We employ specialist staff to enhance provision for music and physical education. Parents are regularly welcomed into school for curriculum workshops, which provide opportunities for them to not only see given subjects being taught but to work alongside their children and support their learning. We feel our curriculum supports both knowledge and skills development and we aim to teach children how to retain important information, vocabulary and facts while also developing strategies to transfer knowledge and skills across all areas of the curriculum. We have also worked hard to give extra opportunities for our children to experience other hobbies, sports and crafts as we know many do not attend clubs or other extra-curricular activities outside of school.

Impact

We are constantly reviewing our offer for our pupils and they themselves contribute to the planning of topic areas through the questions they want to be answered as part of their lessons. Our pupils are confident, articulate and enthused by their learning. They are keen to share the knowledge they have acquired through a range of different means. We measure the impact of our curriculum through book scrutiny, pupil and parent voice, data analysis, lesson observation and the successes of our pupils in all areas. We know we have succeeded when pupils leave year 6 fully prepared for the next stage of their learning journey academically, socially and emotionally.

2. 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](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board 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 other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 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 SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Our Curriculum Teams:

English team
 English – Miss Causer
 NELI / WELLCOMM-
 Miss Green
 Library – Mrs Holland
 Early Reading –
 Mrs Milner

STEM team
 Science – Mrs Meredith/
 Mrs Mann
 Computing – Mrs Parvez
 Maths – Miss Hamilton
 D&T – Mrs Bowdley

<p>Cultural</p> <p>Art – Miss Green</p> <p>Music – Miss Livesey</p> <p>Outdoor Learning – Miss Speed</p>	<p>Health & Wellbeing</p> <p>PE – Miss Garrington</p> <p>CSHO –</p> <p>Mr Blount-Williams</p> <p>PSHE – Mrs Jones</p> <p>Inclusion – Mrs Kinsey</p> <p>Mental Health & Wellbeing – Mrs Mann</p>	<p>Humanities</p> <p>Geography – Mrs Holland</p> <p>History – Mrs Patel</p> <p>RE – Mrs Bradley</p> <p>Languages – Mrs Whitehouse</p>
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4. Organisation and planning

Rakegate Primary School's curriculum meets the statutory requirements of the National Curriculum and it provides experiences and opportunities which enhance the learning and developmental needs of the children at our school. A blocked curriculum approach has been implemented at the school to ensure coverage and progression in a number of curriculum areas. Our curriculum timetabling nurtures each child's curiosity and interests and it enables the achievement of depth in knowledge and skills. Opportunities for pupil voice are planned at the beginning of each new topic and this is used to inform teaching and learning for each topic to ensure relevance.

Our curriculum is well planned and adapted to meet the needs of our pupils and to ensure it provides children with memorable experiences and opportunities so that our children learn and develop a range of transferable skills.

Rakegate Primary School makes full use of the skills of a wide range of professionals: The Wolverhampton Music School provides opportunities for children to learn to play tuned instruments, Specialist sport coaches are employed to support physical activities during lunchtimes and these coaches currently teach outdoor PE across KS2. The school holds the 'Active Schools Gold Award' for competitive sports. Our Community Sport and Health Officer promotes health and well-being across the school.

For extra-curricular activities, a varied timetable is offered by the school that supports our core values. Our off-site visits and visitors in to school support our mission to raise aspirations, engender a sense of self confidence and provide a purpose and relevance for learning.

Rakegate Primary School takes pride in providing an environment that is suitable and accessible to all its pupils. Children at all levels are supported and challenged within lessons in order to achieve their full potential.

Our subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All subject leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Rakegate's curriculum design ensures that the needs of all our children can be met through excellent teaching and learning, planned and sequenced quality interventions (where appropriate) and resources that are carefully selected to promote the intent of the curriculum all of which has a positive impact on children's outcomes.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.

Children have opportunities to share their learning with each other, their parents and carers through: 'curriculum workshops', 'family mornings', key stage performances/assemblies and school competitions. By providing these opportunities at Rakegate it helps instill independence and motivate learners, which helps to prepare our children for secondary education and life in modern Britain.

See our EYFS policy for information on how our early years curriculum is delivered.

5. 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 SEND
- 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 SEND policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- school visits: learning walks
- meetings with the school council
- link governors meet with subject leads
- subject leaders compile and share reports in governor curriculum meetings

SLT, the curriculum leader and subject leaders monitor the way their subject is taught throughout the school by:

- planning scrutinies
- learning walks/observations
- book scrutinies

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the curriculum leader. At every review, the policy will be shared with the full governing board.

7. 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
- RSHE policy
- Pupil Premium policy

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