

Rakegate Primary School



Curriculum Policy

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1. Curriculum Intent

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 is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the wider opportunities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave as reflected in our values..

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

We aim to achieve this by:

- providing opportunities for children's personal development.
- preparing children for secondary school.
- ensuring pupils are fully prepared for life in modern Britain.
- upholding and teaching pupils about British Values
- offering a wide range of quality extra-curricular opportunities, off-site visits and workshops in school for personal development.
- working with our families to create an aspirational school community in which everyone is valued and successes are celebrated.

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:



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 Apprentice 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. As well as the core curriculum offer, our extra-curricular clubs develop specialist skills such as karate. 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