



## **Ruardean C of E Primary School**

### **Curriculum Policy**

*Love of Learning - Love of Life - Love of One Another*

<b>Policy Reviewed:</b>	<b>Bi-Annually</b>
<b>By:</b>	<b>Performance, Standards &amp; Community committee</b>
<b>Agreed:</b>	<b>04/12/2024</b>
<b>Next Review:</b>	<b>November 2026</b>

#### **Related Policies/Documents:**

- **The teaching and learning policy.**
- **Behaviour Policy**
- **Vision and Values statement**
- **SEND Policy**
- **Behaviour Policy**
- **Safeguarding & Child Protection Policy**
- **'The Ruardean Way'**

#### **Introduction**

The curriculum encompasses all planned activities organized to support learning, personal growth, and development. This includes not only the formal requirements of the National Curriculum but also a variety of extracurricular activities the school provides to enrich children's experiences. Additionally, it covers the "hidden curriculum," which refers to the lessons children learn through how they are treated and the behaviours expected of them.

We are committed to providing every child with a broad, balanced, and relevant education that fosters continuity and growth. Our goal is to guide students in becoming positive, responsible individuals who can collaborate with others, develop knowledge and skills, and reach their full potential.

#### **Our vision and Values**

Ruardean C of E Primary is a school where pupils flourish through our vision statement

**“Love of Life, Love of Learning, and Love for One Another”.**

his vision holds three strands; all of equal importance. These allow our pupils to flourish as aspirational human beings through their understanding of how learning is a lifelong passion which opens many doors of opportunity. We wish all our pupils to delight in the pursuit of wisdom and knowledge providing them with the tools to face the adversities and celebrations within life. Our vision is rooted in one of Jesus’s two main commandments; ‘Thou shalt love thy neighbour as thyself’ Matthew ch22 v34-40. As a school community we show respect and kindness to one another and value the preciousness of each person’s uniqueness.

This vision is endorsed and supported by all staff and reflects the distinctive character of this Church of England school. We value our status as a Church School (Voluntary Controlled). Our School Community is based on Christian values which underpin the spiritual and moral development of every child. Our vision statement is supported by our six core values: **Hope, Creativity, Responsibility, Trust, Respect, Perseverance**. This set of core values were chosen by the whole school community and are embedded in the life of the school.

### **Our aim (Intent)**

Our aim is that all children at Ruardean C of E Primary School become creative, active and reflective learners, enabling all children to learn and develop their skills to the best of their ability.

Our ‘Curriculum Drivers’ have been devised based on the needs of our children in Ruardean. They will drive the skills, knowledge and attributes we are striving to develop in our children so they are prepared for their future education and skills for life. The drivers are;

- **Aspiration** e.g. professional visitors to inspire future possibilities, the careers of ex pupils, global knowledge.
- **Contribution** e.g. raising money for local charities, involvement in school life with peers, links to our church and community.
- **Exploration** e.g. finding out about life in the Stone Age, the culture of the Forest of Dean, enquiring minds.

We strive to ensure that our curriculum promotes the Christian distinctiveness of our Church of England school. Our school vision of ‘Love of Learning, Love of Life and Love of One Another’ is central to everything we do. We will deliver our curriculum with creativit and purpose to engage all the children and ensure they make good progress whilst enjoying their time at school.

It is important to our school to foster key behaviours in our pupils to support them to become successful life-long learners and establish desirable qualities that will stand them in good stead for the next phases of their education and for later life.

We considered the statutory aspects of the National Curriculum, the Early Years Foundation Stage statutory framework and other aspects of child development and education that contribute to a well-rounded person.

At the heart of our school are Social, Moral, Spiritual and Cultural development, which is entwined throughout the curriculum (where possible). Many aspects of British Values are taught through our PSHE programme and others we cover as discrete subjects.

### **Curriculum Planning: (Implementation)**

We will deliver our curriculum with creativity and purpose to engage all the children and ensure they make good progress whilst enjoying their time at school.

Our teachers plan creatively from the National Curriculum, 2014 and the Early Years Foundation Stage statutory framework. Subjects that are planned separately are:

- RE – Gloucestershire Religious Education Scheme
- PSHE – GHLL Pink Curriculum, Seal scheme and Twinkl Life.

We considered the statutory aspects of the National Curriculum, other aspects of child development and education that contribute to a well-rounded person.

We have a focus on History, Geography or Science for each term and bring that under a thematic heading to engage pupils interest. However, we know that it is important to include each of the three subjects at other points during the year. Science in particular needs to be on-going. English and Mathematics are included as discrete subjects, but the skills taught are revisited within each theme to give further practice and aid retention.

Early reading is taught through the phonics approach of Read Write Inc, which provides a structured and systematic approach to teaching. Children make progress through our coloured banded books. The teaching of reading comprehension is supported by the use of whole class texts which encompass a wide range of genres, and the texts used are varied, challenging and engaging.

Writing is taught using a Try, Use, Prove structure to ensure that children are taught the skills of writing with opportunities to practise and develop their understanding to a greater depth.

Mathematics is taught through White Rose Maths which is a mastery approach scheme. This is supported with Mastering Number in EFS, KS1 and KS2.

The EYFS curriculum is delivered through a combination of teacher input and adult initiated, child initiated and independent activities.

The curriculum is planned in three phases; long term, medium term, and short term. The long term plans comprise of a two year curriculum map that ensures coverage of the curriculum and outlines the main topics.

### **Children identified as Special Educational Needs and Disabilities:**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. However, we recognise that sometimes it is necessary to adapt the curriculum to meet the needs of individual children. We have close links with numerous outside agencies that can provide the school with extra support when appropriate. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs

Children exceeding Age Related Expectations (ARE): We firmly believe that all children, regardless of their ability should be challenged to achieve their best. All pupils learning needs are catered for through curriculum planning. Work is scaffolded to provide support and challenge for individuals. All children will be given opportunities to develop a deeper understanding and application of their learning of an objective – thus developing a Mastery of Learning. Progress is monitored through the school tracking system (Insight).

### **Assessment (Impact)**

Subject leaders monitor their subjects through lesson observations, book scrutiny, learning walks, discussions with children and listening to staff's views about how improvements can be made.

In Early Years we identify the impact of the curriculum through data analysis, on-going observations and aligned with whole school subject leadership.

Children are assessed regularly which helps the teacher plan the next steps to be taught. At the end of each term assessment data is gathered and progress is checked by the senior leadership team. This is then reported to governors who question and challenge where progress is not as expected. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.

### **The Role of the Curriculum Leader**

The role of a curriculum leader is to:

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.
- Support and offer advice to colleagues on issues related to their subject.
- Monitor pupil progress.
- Provide efficient resource management.

### **The Role of the Subject Leaders**

Within the school, class teacher's take on the responsibility for leading a subject/s area. It is the role of subject leaders to:

- Keep up to date with developments in their key area of learning at both national and local levels.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught through monitoring the medium and short term planning ensuring that appropriate teaching strategies are used.
- Lead sustainable improvement through supporting colleagues and others.

- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National curriculum, and that progression is planned for.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning and assessment within their subjects.
- Audit, order and manage resources to enhance learning experiences for the pupils.

### **Curriculum Monitoring and Review**

Our governing body's Performance and Standards committee is responsible for monitoring the way the school curriculum is implemented. The governors liaise with the Headteacher and Senior Leadership Team (SLT), and monitor the way the school teaches these subjects.

The Headteacher is responsible for the day-to-day organisation of the curriculum. The SLT monitor planning of all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.