

# Curriculum Policy



## Policy review dates and changes

| Review date    | By whom          | Summary of changes made  | Date ratified by governors/trustees | Date implemented |
|----------------|------------------|--|-------------------------------------|------------------|
| September 2024 | Lyndsey Shepherd | Change to design of principles<br>Change of Art/RE schemes of work | 25.09.2024                          |                  |

## OUR CURRICULUM PRINCIPLES

At the heart of our curriculum are the following skills and attributes which we believe are vital for pupils go on to become engaged and active citizens. They also help to develop the children's understanding of their place in the world and the options available to them to make their aspirations a reality.

We enjoy developing and mastering the necessary knowledge and skills to become **LITERATE AND NUMERATE** to help us on our learning journey through and beyond Redwood.

At Redwood, we are **RESPONSIBLE** for ourselves and others by following the SHINE rules inside and outside of school.

We develop the skills needed to be **HAPPY AND HEALTHY** at school and beyond. We understand what it means to be both 'physically healthy' and 'emotionally healthy' individuals.

We are **AWARE** that the choices we make affect ourselves, others and the world around us. We confidently respect and look after ourselves, each other and the wider world.

We know lots of important **KNOWLEDGE** and have the **SKILLS** to enrich our learning journey.

At Redwood, we are ambitious for ourselves and never give up. We **ASPIRE** to being the best that we can be. We have a 'can do' attitude and aim high.

We understand that through our learning journey, mistakes may happen. Redwood learners are happy and confident to acknowledge and accept these. Using our strategies, we bounce back from our challenges, with confidence, and never give up working towards our dreams. We are **RESILIENT AND REFLECTIVE**.



We are confident, imaginative and expressive individuals who enjoy a broad range of **CREATIVE** opportunities.

## **WHY HAVE WE CHOSEN THESE PRINCIPLES FOR OUR CURRICULUM AT REDWOOD?**

Redwood is a large, thriving primary school with a diverse community. Pupils come from a wide range of ethnic backgrounds and forty three different languages are spoken in our families' homes. Over half of our pupils have English as an additional language and many speak very little English on entry to Nursery. Approximately a third of our pupils are from disadvantaged backgrounds. Our parents are increasingly engaged in school life and fully support and share the aims and ambitions we have for their children.

Working in collaboration with all stakeholders, we have developed the following skills and attributes which we want all Redwood pupils to have achieved by the time their primary school journey ends, so that they know about and have access to the wide range of opportunities that are on offer in their future.

### **Literate and Numerate**



At Redwood, we are committed to ensuring that all children, regardless of their starting point, are confident numerate and literate life-long learners. Our creative curriculum motivates, inspires and encourages our children to build upon their prior learning and develop the transferable English and mathematical knowledge and skills required to ensure that they are thoroughly prepared for the next stage of their journey through and beyond Redwood.

Our English curriculum, starting in Early Years with the use of the Read, Write, Inc. phonics programme, encourages children to develop a love of reading alongside the skills of inferring, predicting, explaining, retrieving and summarising through the use of quality texts. We support them in writing and speaking articulately, using a wide range of vocabulary to express their thoughts and ideas clearly.

Our Mathematics curriculum supports all children in developing a sound and secure understanding of mathematical concepts, equipping them with the skills of fluency, calculation, mathematical reasoning and problem solving.

### **Creative**



Through a creative and ambitious curriculum, children at Redwood are immersed in a diverse and rich environment full of experiences and opportunities to broaden their cultural capital.

Creativity is entwined throughout the curriculum at Redwood. Together, we facilitate the creative development of all children. Beginning with creative play in the early years, children build their knowledge and skills to develop into confident, imaginative and expressive individuals.

## **Aspirational**



At Redwood, we are committed to inspire all of our children to be determined, resilient and aspirational learners. Through our broad and diverse curriculum, we aim to provide real-life experiences, a wide range of enrichment opportunities and encourage children to achieve their personal goals.

We believe that all of children, regardless of their background, will have high aspirations and a belief that anything is possible. We do this by continually challenging and maintaining high expectations for our children and providing all learners with an insight into a range of career opportunities available to them.

## **Aware**



At Redwood, we are committed to ensuring that all children, regardless of their starting point, are aware of themselves, others and the world around them. Our curriculum encourages children to develop the knowledge and skills to keep themselves and others safe.

To be self-aware, we want our children to be confident, have high expectations, understand the choices they make and how these choices will have different consequences.

To be aware of others, we want our children to understand, respect and empathise with diversity and understand the challenges this may present.

To be aware of the world around them, we want our children to understand the contributions they make to their school, locality and the wider world.

## **Knowledgeable and Skilful**



At Redwood we will ensure children develop the necessary skills and knowledge they need so that they are empowered to take ownership of their learning throughout their life.

We understand the importance of developing a sound knowledge foundation of which the children can draw upon and develop in their learning and make meaningful connections.

We are committed to providing all children with rich and varied learning opportunities in which they develop 'learn to learn' skills so that they are fully equipped and able to reach their full potential.

## **Responsible**



At Redwood, our vision is for all children to be responsible members of the school community. We support our children in transferring these skills into the local community and the wider world.

We believe that this will provide children with the necessary life skills required for their journey through Redwood and beyond.

In order to become responsible individuals, children will demonstrate: good manners, leadership, understanding of consequences, consideration and care for others and their ownership of learning. These outcomes are achieved through three main areas: the school curriculum, classroom practice (SHINE rules) and the wider opportunities that we offer.

## **Resilient and Reflective**



Our Redwood curriculum ensures we all develop the necessary skills to become resilient and reflective in every aspect of life. We thrive on challenge and continually persevere to succeed, even when things are difficult. We make informed decisions, based on feedback and reflection, to identify where we can improve and how to progress.

Resilience is achieved by learning through every aspect of school life. Children are encouraged to identify and learn from their mistakes, through a process of peer and self-evaluation. They develop and use strategies to overcome barriers, so that they become confident and robust individuals.

We become emotionally literate and are aware of ourselves and others; talking things through, taking responsibility and supporting others. Reflective practices are promoted through a range of mindfulness activities, our PSHE curriculum and continual reflection and self-assessment.

## **Healthy and Happy**



At Redwood, we are committed to ensuring that all children, regardless of their starting point, are healthy and happy individuals living in a safe environment. Our curriculum is designed to prepare our children for life-long physical and emotional well-being.

Children are encouraged to lead an active lifestyle, being aware of the importance of a healthy balanced diet and regular physical activity.

Children are given opportunities to develop strategies and skills for positive well-being, developing self-esteem, successful relationships and a

sense of belonging. Self-awareness and the ability to manage emotions are explored through a mindful curriculum.

**These skills and attributes are embedded into all areas of teaching and learning across school. Curriculum plans contain links to all jigsaw pieces and leaders ensure all skills and attributes are revisited regularly. Our Curriculum Principles are displayed in all classrooms and children are taught what these mean through assembly themes and relevant links being made in lessons. Family-friendly statements are shared on displays and the school website so that parents/carers understand our curriculum principles and can see how these are being achieved.**

### **CURRICULUM CONTENT - IMPLEMENTATION**

**Subject leaders have a clear overview of what is taught in each year group throughout school which they share with stakeholders. They ensure that pupils build on the knowledge and skills taught through planned opportunities for repetition. Our curriculum is designed to help learners to store the content they have been taught in their long term memory and to ensure new learning is integrated into larger concepts. We use evidence-based research to enhance knowledge retention and thus improve outcomes for all pupils.**

- English is taught as a distinct subject. The Read, Write, Inc synthetics phonics programme is used to support the teaching of early reading in Key Stage 1. Opportunities to practise and apply the skills learnt are planned into cross-curricular units of study. Quality fiction and non-fiction texts are used to form the basis of Literacy teaching alongside phonics teaching. Handwriting is taught as a distinct lesson, following the 'Redwood Writing' system. Grammarsaurus is used to support the teaching of the Grammar, Punctuation and Vocabulary objectives from the National Curriculum alongside resources from Purple Mash.
- Mathematics is taught as a distinct subject. Opportunities to practise and apply skills learnt are also planned into cross-curricular units of study. Maths teaching is based on the National Curriculum programme of study which informs coverage and progress across each year group. The White Rose scheme is used to support teaching and learning.
- Science –Teachers use the national curriculum programmes of study and school planning documents to ensure coverage and progress. In Key Stage 2, science is largely taught as a discrete subject, except where it is an integral part of a cross-curricular topic.

- Schemes of work and the National Curriculum programmes of study are used to support teaching and ensure progression in the following curriculum areas:
  - Physical Education - Get Set 4 PE
  - Religious Education – Kapow
  - Art and Design - Kapow
  - Music – Charanga
  - PSHE/RSE - Jigsaw
  - MFL – Language Angels
  
- Design and Technology, History, Geography and Computing are taught in a cross-curricular way via half-termly topics of study and/or themed weeks programme. Coverage and progression are ensured in the following ways:
  - Teaching for Memory principles are applied to subject leaders’ long term overviews. Knowledge and skills are revisited frequently and built upon so that children can make connections between their learning. Knowledge organisers and Graphic organisers are used to support teaching for memory.
  - Breadth of study is ensured through reference to the National Curriculum programmes of study and use of the school ‘Curriculum Overview’ long term planning sheets for individual year groups.
  - Progress is ensured through well-structured and differentiated medium and short term planning.

**Year groups teams produce a half-termly Curriculum newsletter to inform parents/carers about what is happening in their child’s class so that they can support learning at home. These newsletters include key vocabulary which will be covered in each topic and enrichment events for each half term. Knowledge Organisers are also shared to support pupils in our aim for them to know more and remember more. Parents are invited to ‘Loyalty Events’ where they can take part in sharing activities such as ‘Come and Read’ or learn about the ways in which we teach a particular area of the curriculum.**

## **CURRICULUM ENRICHMENT**

**At Redwood, we are fully committed to enriching the curriculum so that all pupils, regardless of their background or ability, have access to high-quality opportunities which will broaden their horizons and build their ‘cultural capital’. This is achieved primarily through the use of the ‘Redwood Passport of Experiences’ – a passport of fifty activities we will provide for all pupils throughout their primary school journey which will enrich their studies, raise their aspirations and help pupils make connections between their learning.**

We also enrich our curriculum through:

- Themed weeks such as ‘We are Special’ week which celebrates the diversity of pupils within Foundation Stage
- A programme of visits and visitors across the year eg Animal Magic bringing to life Science topics on living things.
- Planned events e.g. road safety programme, musical instrument tuition etc
- A range of extra-curricular activities on offer to pupils eg Computing club, Sports clubs
- Theatre visits in school
- Links with business and industry
- Community projects
- Specific activities targeted towards vulnerable groups of pupils eg SEND/disadvantaged

## **CURRICULUM ORGANISATION**

Planning for each year group is distinct due to the differing developmental and educational needs of the pupils. Teachers always endeavour to meet the needs of each individual cohort by adjusting and amending planning as necessary.

- There is a cross-curricular topic of study in every half term/term.



- Continuity and progression is ensured through use of the 'Curriculum Overview' long-term planning sheet and differentiated medium and short-term planning.
- The majority of lessons take place in mixed ability classes, however, ability grouping is used in phonics lessons and some maths lessons, where this will support the progress of all pupils.
- Pupils are withdrawn for individual or small group interventions relating to aspects of learning, English as an Additional Language and social/emotional needs.

### **CROSS-CURRICULUM LONG TERM PLANNING**

Long term Curriculum Overview planning grids for science, history, geography, computing, design and technology, art and design, music, physical education, PSHE and religious education can be found on the school website. Subject leaders choose the topics to be covered over a 1 year period, taking into account all subjects and aspects to be covered as outlined on the Curriculum Overview sheets and National Curriculum document.

### **MEDIUM TERM PLANNING**

Where a scheme of work is being followed, there is no requirement to have an additional medium term plan. Guidelines for developing a medium term plan for cross-curricular topics are given below.

1. Prior to the start of the topic (if possible), a discussion takes place with pupils to ascertain what they already know and what they would like to find out. A mind map is a useful tool for this purpose.
2. From this information, the key questions for investigation are established.
3. The main areas of study are defined.
4. This is cross referenced with the Curriculum Overview sheet and National Curriculum document
5. The medium term planning sheet is completed.
6. Where plans are adapted during the course of a topic, annotations are made on the original planning.

### **SHORT TERM / WEEKLY PLANNING**

The format of short term/daily/weekly planning is for the teacher to decide. This will vary according to the subject and the experience of the teacher. The important thing is that the planning should be adequate to ensure effective teaching and learning and that learning objective and success criteria are clear.

### **CURRICULUM ACCESS**

All pupils have access to all areas of the curriculum. Arrangements are put in place for pupils with SEND through teacher differentiation, and/or additional resources or support where appropriate.

### **CURRICULUM LEADERS**

Curriculum subjects are led by one or two teachers. Leaders are responsible for the development and resourcing of their curriculum areas. They have an overview of standards and progress within their curriculum area, together with local and national initiatives and developments. Updates are provided to staff through professional development sessions and any whole school training needs are identified with the School Improvement Plans.

Subject leaders work alongside Senior Leaders to monitor the quality of teaching and learning within their subjects and consider whether the intended curriculum has the desired impact. They make amendments to their curriculum plans where necessary to meet the needs of individual pupils or cohorts so that our curriculum principles are achieved. Their action plans are shared with staff and governors at the start of each academic year so that there is a comprehensive understanding of the school's priorities.

This policy will be reviewed annually in line with the school policy review cycle.