

# RIVERSDALE PRIMARY SCHOOL

# Curriculum Policy

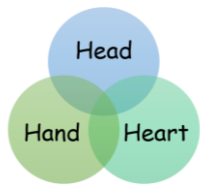
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## CURRICULUM INTENT

At Riversdale Primary school, we aim to deliver an ambitious curriculum that equips all of our pupils with the attributes needed to successfully embark on the next stage of their education and to ultimately become successful local, national and global citizens.



Our curriculum is designed around the principles of Head, Hand and Heart. These principles ensure that pupils not only acquire the relevant knowledge as outlined within the National Curriculum (Head), but that they develop the necessary skills to access the world around them (Hand), and foster an ability to build positive and healthy relationships, around a foundation of empathy and love (Heart).

Our broad and balanced curriculum is coherently planned and sequenced so that new knowledge and skills build on prior learning, thus aiming for a deeper understanding of content and mastery of skills. We believe strongly in the importance of providing access to a wide range of subjects, as this enables pupils to find and nurture their individual areas of interest, leading towards a lifelong love of learning.

All children are unique, bringing with them individual starting points, including those with special educational needs and/or disabilities. As such, our curriculum is adapted, where necessary, to successfully meet the needs of all children in our school. Furthermore, we recognise the significance of a curriculum that reflects the diverse nature of our community. To this end, four main themes have been identified and built into the curriculum, building a picture of where we have come from, where we are going, and how we can get there as a whole school community.



The academic achievement and wellbeing of our pupils is key to our curriculum offer, therefore we regularly review our provision to ensure that it is relevant, engaging and challenging for all.

## CURRICULUM IMPLEMENTATION

### Planning:

Riversdale takes a three staged approach to curriculum development and planning.

#### Curriculum Progression & Long Term Planning:

Based on the National Curriculum, senior and subject leaders have constructed curriculum progression maps which identify how subject specific knowledge and skills develop over a pupils' time at the school. Each subject area has been broken down into domains or strands and careful consideration has been given to how these are addressed, first in the Early Years, and then in each subsequent year. To develop a spiral curriculum, in which concepts are revisited and built upon, and to ensure that pupils can build increasingly rich schemata as they move through the primary years, objectives within each of the domains/strands are linked from year group to year group, growing in complexity and expectations of independence. For example, in art, pupils begin to develop an understanding of colour theory in EYFS by "nam[ing] the primary colours (red, blue, yellow)", building on this knowledge each year towards an exploration of colour symbolism in Year 6 by "select[ing] and mix[ing] specific colours and colour combinations, making clear how these link to their artwork's intent".

In addition, these documents provide an overview of when in the academic year and in which year groups specific concepts will be introduced and revisited. This serves as a long-term plan, allowing for staff to make certain that there is sufficient curriculum coverage in relation to National Curriculum expectations.

#### Medium Term Planning:

In consultation with year group teams, subject and senior leaders have developed Medium Term plans. Although these may be slightly adapted in order to respond to the needs of the children or to reflect current events, they provide a clear and detailed outline of what substantive knowledge and disciplinary skills are taught for every subject in each half term, based on the progression maps. As concepts are revisited throughout the curriculum to support pupils in developing a depth of understanding, the planning also identifies what knowledge and skills is/are being consolidated and thus built upon within each unit of learning. Furthermore, the Riversdale curriculum incorporates a focus on

developing "the whole child". As such, our planning includes how we aim to develop pupils' emotional intelligence and encourage positive citizenship, using the school values as a platform:

- Respect,
- Individuality,
- Value,
- Entrust,
- Reflect,
- Share,
- Democracy,
- Aspire,
- Love,
- Empathy.

Based on this planning documentation, class teachers apply a range of evidence-informed practices in the day-to-day planning of their lessons to support all pupils in achieving their agreed learning outcomes. Although teachers are expected to plan daily and reflect on their lessons to inform future planning, they are not expected to provide written lesson plans.

#### Knowledge Organisers:

To add further detail and clarity to the medium-term plans, Knowledge Organisers have been developed for each foundation subject, for each half term. These are written in two halves.

The first is a teacher specific Knowledge Organiser which identifies what substantive knowledge and disciplinary skills should be taught in each lesson in the sequence. This ensures consistency of lesson content over time and therefore curriculum coverage. Linked to this, teacher knowledge organisers clearly identify appropriate retrieval questions which should be asked throughout the unit of learning, to support pupils in transferring knowledge from the short term to the long-term memory, as well as providing appropriate formative assessment opportunities. These documents are not schemes for learning, as the methods used to impart the desired knowledge and skills are not mandated, rather they will be decided by the teacher based on the specific children within their class.

The second knowledge organiser is for pupils. This section of the document outlines the key knowledge that pupils are expected to retain using clear and concise age-appropriate language. Where relevant, these are categorised into the specific domains/strands so that pupils can, over time, begin to make links across units of learning with increased independence. Knowledge organisers are designed to be visual, therefore, where appropriate, identified knowledge is accompanied with a relevant image or diagram designed to strengthen understanding through dual coding. In addition, pupils are presented with the relevant vocabulary and definitions which they are expected to learn, know and apply throughout the unit of learning.

#### EYFS:

The Early Years and Foundation Stage (EYFS) adopts an interdisciplinary approach to curriculum planning across both Nursery and Reception with regard to foundation subjects. The curriculum is carefully planned so that there is coherent and full coverage of all aspects of the Development Matters framework and Early Learning Goals, with adaptations made to ensure learning is: child centred, and based on mutual interest, ensuring high engagement. Phonics and mathematics remain discrete subjects within the EYFS and are taught daily through formal carpet sessions followed by independent tasks. Further information can be found in the EYFS Policy on the school website.

#### **External Schemes:**

##### Phonics & Early Reading:

To ensure high quality early reading provision the school implements the Little Wandle Letters and Sounds Revised Systematic Synthetic Phonics scheme. Starting with Foundations for Reading in Nursery and building into the main phonics scheme in Reception and Year 1, children are taught Grapheme/Phoneme Correspondence and blending to support with word decoding. Children then apply these in regular reading sessions which focus on prosody and comprehension. Class teachers utilise the planning and resources from the scheme, ensuring fidelity, thus improving pupil outcomes. In Year 2, pupils revisit Phase 5 GPCs before moving onto the school's reading programme.

In our alternative resource base classes (Gems), children are taught phonics using the Little Wandle Letters and Sounds Revised SEND programme. The programme takes a graduated approach where pupils are taught grapheme-by-grapheme, allowing teachers to approach the learning at a pace that's right for each child. In addition, planning for oral blending is accompanied by images which provide context to the words that the children decode.

Should children enter Key Stage 2 without securing the desired level of early reading, the school implements the scheme's Rapid Catch Up programme and provides additional support to access the curriculum where appropriate. Pupils with English as an Additional Language will be assessed upon entry and also participate in the programme where necessary.

#### Mathematics:

With regards to mathematics, the school implements a mastery approach through the Maths, No Problem! scheme. Similar to the implementation of the phonics scheme, class teachers utilise the planning and resources provided, ensuring fidelity, and make adaptations to provide additional support and scaffolding where necessary. This may include further deepening and application learning opportunities.

Within our alternative resource base, pupils that are able to access the mainstream maths curriculum will participate in the Maths, No Problem! scheme, whilst those pupils for whom the standard maths national curriculum structure and timescale is unattainable, will participate in the Maths for Life scheme. This is a continually evolving, adapted maths learning programme, that lays down solid foundations for mathematical knowledge, is framed in practical understanding, and delivers the essential maths needed for life. Though it is aligned with national curriculum content, it prioritises the 'readiness to progress' on attainment of skill, rather than time passing.

#### Foundation Subjects:

Additional schemes for learning used within the school include: Kapow Music, Kapow Computing and Kapow Spanish. These schemes are used as a basis for planning, with knowledge and skill progression carefully considered, but all lessons are adapted to the needs of the children.

#### **Teaching and Learning/Pedagogy:**

Teaching across the curriculum incorporates a range of evidence-informed practices, designed to maximise pupil learning and access to the curriculum. Application of concepts such as live modelling and retrieval practice supports staff in effectively imparting knowledge and developing skills, whilst formative assessment and metacognition strategies allows staff and pupils to identify and address misconceptions. As an inclusive school, adaptive teaching is a significant aspect of the teaching and learning ethos and through this we ensure that all pupils know more, remember more and do more as they progress through the curriculum.

The curriculum is delivered by the class teacher, with subject specialists teaching in Art & Design, Spanish and PE. Teachers are careful to use the subject names when teaching to ensure that pupils understand that they are developing knowledge and skills specific to the subject, whilst accessing a broad and balanced curriculum overall. Core subjects are taught daily, with the exception of science which is taught weekly, as with foundation subjects. At Riversdale, computing is taught in the first half of each term, alternating with design and technology in the second half. Furthermore, history and geography also alternate, but with a schedule that best suits the curriculum delivery.

To further support their learning, pupils have the opportunity to go on educational visits that complement the subject matter being explored. These may include observation of local wildlife in Coronation Gardens for science, a walk around the local area for geography, or a visit to a museum for history. Educational visits at Riversdale have clear curriculum links and are designed to complement the learning that takes place within the classroom, deepening understanding further.

#### **Assessment:**

A key element to effective curriculum planning and delivery is the use of formative and summative assessments. Throughout individual lessons, teachers regularly assess pupils, identifying what they can remember (prior learning), what they now know and what they can do, using this to identify and address misconceptions, provide in the moment feedback, and inform their planning of subsequent lessons. A range of methodologies are used to accomplish this, including the inclusion of retrieval and fluency activities within each lesson and, where appropriate, the use of technology.

At the end of each unit of learning, across the curriculum, pupils undertake a summative assessment. In mathematics, this is a review designed and provided by Maths, No Problem! whilst in other subject areas, these have been developed alongside the medium-term planning and knowledge organisers, to accurately reflect our curriculum content. The

results of these assessments will be analysed and utilised by class teachers to identify common areas of the curriculum that may require revisitation, which will be achieved through reteaching of concepts in dedicated lessons, or increased retrieval practice as part of the next unit of learning. Assessment results for core subject areas are input on the school's assessment tracker for deeper analysis by subject and senior leaders, impacting the School Development Plan priorities.

## **CURRICULUM IMPACT**

At Riversdale we measure the impact of our curriculum in the following ways:

- Analysis of data and performance in statutory assessments;
- Analysis of school performance at the end of each key stage compared with national and local data;
- Analysis of data and performance in termly core subject assessments;
- Assessment of pupil retention and understanding in end of unit foundation subject assessments;
- Moderation of work, pupil progress meetings, assessment and data tracking;
- Termly RAG Quality of Education impact evaluation of the school development plan;
- Termly RAG impact evaluation of subject action plans and leadership analysis;
- Subject monitoring evidence;
- Regular pupil voice and child-led monitoring activities focused on retrieval of prior learning;
- Work scrutiny;
- External curriculum reviews and audits e.g. School Improvement Partner visits;
- Parental feedback including parents' evenings, coffee mornings, informal meetings and parent surveys;
- Assessment of digital evidence, particularly in EYFS, where learning may be captured in alternative ways.

## **ROLES & RESPONSIBILITIES**

### **The Governing Board:**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation and 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 and/or disabilities (SEND);
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the depth 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.

### **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 objectives which reflect the school's curriculum intent;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- Access to the curriculum is available to all pupils,
- Proper provision is in place for pupils with different abilities and needs, including children with SEND and where appropriate, permanent or temporary disapplication from all or part of the National Curriculum in order to meet these needs;
- 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 depth and balance of the curriculum;
- The governing board is advised on whole-school targets in order to make informed decisions;

## **Subject Leaders:**

The role of the subject leader is to:

- Provide a strategic lead and direction for their specific subject area, including the regular review and adaptation of progression documents to reflect best practice;
- Keep up to date with developments in their subject, at both national and local levels;
- Review the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum, and that progression is planned for;
- Review the way in which the subject is taught in the school, and plan for improvement ensuring developments are linked to whole-school objectives;
- Support and advise colleagues on issues related to that subject area;
- Monitor pupils' progress in that subject area;
- Provide efficient resource management for the subject.

## **Teachers:**

Class teachers are responsible for effective delivery of the curriculum as laid out in this and related policies. This includes, but is not limited to:

- Utilising the planning documentation to ensure identified knowledge and skills are taught at the designated time of the year;
- Planning and resourcing lessons in a timely manner, making the most effective use of classroom time;
- Incorporating retrieval and/or fluency within each lesson to support the transition of knowledge from short term to long term memory;
- Making appropriate adaptations, through quality first teaching strategies, to meet the needs of all pupils within their class;
- Monitor pupil progress throughout individual lessons in order to identify and address misconceptions and provide timely feedback which positively impacts pupil learning.

## **MONITORING AND REVIEW**

Our Governing Body, with particular focus from the Curriculum Sub-committee, monitors coverage of National Curriculum subjects and compliance with other statutory requirements through termly Link Governor visits. Within these visits, governors will meet with subject leaders to discuss the curriculum area, with a focus on achievement and standards.

This policy is reviewed by the Deputy Headteacher for Curriculum and Assessment every two years, or before if necessary. At every review, the policy will be shared with the full governing board.

## **RELATED POLICIES**

- Teaching and Learning
- Marking & Feedback
- Home Learning
- Equality Objectives
- Equality Information
- SEND
- SEND Information Report
- Assessment
- EYFS