



CURRICULUM POLICY

RGS Springfield
May 2022

RGS Springfield

Curriculum Policy

(Updated May 2022 V8)

Introduction

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 Curriculum, but also the range of extra-curricular activities 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. We aim to teach the 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.

Creativity is fundamental to successful learning and we encourage this approach rather than one size fits all wherever possible. Our Digital learning allows children to express their own individuality and originality in their learning through use of technology as well as more traditional methods. It also encourages independent learning through allowing approaches such as "genius hour" where children can choose to research, make and present on a subject of their choice within a unit of study.

Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating the children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The main values of our school, upon which we have based our curriculum, are:

- We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child as well as for people of all cultures, races, gender and backgrounds.
- We value the spiritual and moral development of each person as well as their intellectual and physical growth and character.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our school.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

Aims and Objectives

The aims of our school curriculum are:

- To embed key skills in order to prepare children for real-life and everyday situations.
- To promote a positive attitude towards learning, so that the children enjoy coming to school and acquire a solid basis for lifelong learning.
- The knowledge that learning can be fun and exciting.
- To teach the children the basic skills of literacy, numeracy and information technology (IT).
- To enable the children to be creative and to develop their own thinking;
- To teach the children about their developing world, including how their environment and society have changed over time.
- To help the children understand Britain's cultural heritage.
- To enable the children to be positive citizens in society.
- To teach the children to have an awareness of their own spiritual development and to understand right from wrong.
- To help the children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable the children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others.
- To enable the children to have the experience of a broad and balanced curriculum.
- To involve our children in decision-making about their learning, allowing them choice and independence.
- To encourage our children to reflect on their learning and to work with their teacher to set their own targets.

Core principles of the Creative Curriculum for EYFS and Key stage One

Coverage

Each topic has been specifically chosen to ensure coverage of the breadth and balance of our Curriculum and our learners' needs. We confidently anticipate that all of the NC skills will also be successfully covered by the topics and record this coverage at the end of each topic. Regular evaluations are made regarding skills and knowledge coverage, and changes are made where necessary to ensure every skill is taught. We use Cornerstones Curriculum to help teachers to plan units of work and track these key skills.

Subjects

In 2021 a wholesale curriculum review was undertaken and it was decided to teach subjects such as history and Geography more discreetly rather than thematically in Key Stage Two. This is to ensure we have full coverage of areas of learning we believe to be important to providing the broadest educational experience possible.

Engagement

At RGS Springfield we value the opinion of the child and recognise that an element of

choice in learning is very valuable in encouraging engagement and enjoyment. To ensure coverage, topic areas are decided by staff. However, we make it a priority to give opportunities for children to contribute to the specifics of their learning. We also set projects and tasks within the topic, where children can decide on the content and format of the outcome.

We also understand that an initial, exciting 'hook' to the learning is invaluable in grabbing and holding the children's interest. To this end we work hard to ensure that topics include experiences such as trips, events, and visitors, and use of iPads and media such as film or music, to help bring the learning to life.

Purpose Driven Learning

To support engagement, particularly in boys, and to foster self-motivation and expectations, each teacher will ensure that topics include many opportunities for tasks which have a purpose. This has been developed into "genius hour", where pupils can choose which area of their topic to research in creative curriculum lessons and present in depth to their class. Teachers will support pupils to ensure that the research is purposeful and relevant and meets the criteria set by the teacher. This works most effectively in Years Three to Six, with foundations laid for independent research in Year Two and helps develop both independence and a creative approach to learning.

Life skills

As laid out in the rationale, we intend all children to leave our school with transferable life skills. Our hope is that children are literate and numerate beyond the nationally expected target and that they can apply these skills independently in a variety of settings. Our topic based curriculum will allow us the time to incorporate literacy and numeracy tasks in order to reinforce and apply the skills they have learned in English and Maths lessons but go beyond the basics.

Values

At RGS Springfield we work hard to provide an atmosphere of care and support for one another. We promote care, consideration and good manners in our dealing with the children and with one another. It is our intention to provide opportunities within our teaching to promote the values of care for others, understanding of our connections with other people around the world, and a sense of family and understand that we can make a difference by our actions. We also aim to engender important characteristics of effective learners such as curiosity, independence, persistence and endeavour.

Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each curriculum subject. This indicates what topics/areas are to be taught and to which groups of children. We review our long-term plan on an annual basis.

Our medium-term plans, give clear guidance on the objectives that we use when teaching each topic/area. We use the schemes of work based on national curriculum (Cornerstones) for much of our medium-term planning in the foundation subjects but try to go beyond NC to provide a broad and stimulating curriculum.

In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals and there is planned progression in all curriculum areas.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, their teacher makes an assessment of this need or the child is referred to our Learning Development Department for a full assessment. In most instances, the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school enters all children on iSAMS with an appropriate marker to indicate SEN need and if necessary provides an Individual Educational Plan (IEP) for some of the children who are on the special needs register. This sets out the nature of the special need and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Foundation Stage

The curriculum that we teach in the Foundation Stage meets the requirements set out in the National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skill and experiences, as set out in this document.

The school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation stage builds on the experiences of the children in the pre-school learning. We do all we can to build positive partnerships with a variety of nurseries/playgroups in the local area through involvement with the local group.

During the children's first term in Reception class, their teacher makes a baseline assessment (PIPS) to record the skills of each child on entry to the class. This assessment

forms an important part of the future curriculum planning for each child. This assessment is also reviewed at the end of the academic year.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing in an informal and formal manner.

Key Skills

The following skills have been deemed 'key skills'.

- Communication; in diverse written and spoken forms;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem solving.

In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

The role of the Curriculum Coordinator

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress and in that subject area;
- Monitor planning and teaching of the subject; deciding both key skills and knowledge necessary for developing successful learners.
- Provide efficient resource management for the subject.

It is the role of each Coordinator to keep up to date with developments in their subject, at national level. They review the way the subject is taught in the school and plan for improvement. This development planning, links to whole-school objective. Each subject leader reviews the curriculum plans for their subject, ensures that there is coverage of the National Curriculum and that progression is planned in schemes of work. The subject leaders also keep a portfolio of children's work, which they use to show the achievements of the children at each key stage and to give examples of expectations of attainment.

Monitoring and review

Our governing body's education committee is responsible for monitoring the way the school curriculum is implemented.

The Headmistress and Deputy will oversee all aspects of the curriculum and will ensure curriculum coordinators are monitoring their subject. The Curriculum Coordinator is responsible for the day-to-day organisation of the curriculum. The Senior Leadership Team monitor the curriculum plans for all teachers as part of our on-going performance management, ensuring that all classes are taught the necessary requirements and that all lessons have appropriate learning objectives.

Curriculum Coordinators monitor the way their subject is taught throughout the school they examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Curriculum Coordinators also have responsibility for monitoring the way in which resources are stored and managed.

Sponsor – Laura Brown

September 2011

Reviewed and amended September 2013

Approved by the Board of Governors

Reviewed and amended August 2014

Endorsed by the Education Committee this 22nd day of August 2014

Reviewed and Amended by Justine Walker July 2015 and Endorsed by the Chairman of Governors

Reviewed by Justine Walker – July 2016. No amendment required.

Endorsed on the 1st day of September 2016 by the Education Committee

Reviewed and amended by Laura Brown July 2017 (minor amendments)

Endorsed on the 30th day of August 2017 by the Education Committee

Reviewed July 2018 Laura Brown, minor amendment only

Endorsed on the 26th day of July 2018 by the Education Committee

Reviewed July 2019 Laura Brown, minor amendments only to reflect curriculum changes.

Endorsed on the 15th day of July 2019 by the Education Committee

Reviewed May 2020 no amendment necessary Laura Brown

Endorsed on the 12th day of May 2020 by the Education Committee

Reviewed and changed made July 2021, changes to curriculum delivery

Endorsed on the 30th day of July 2021 by the Education Committee

Reviewed and minor amendment only May 2022

Endorsed on the 28th day of July 2022 by the Education Committee