



Together we learn, together we succeed

Curriculum Policy

Date approved by the governing body	2022
Date for full implementation	2022
Date for Review	Spring 2024
Status	Recommended



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Purpose

The purpose of this policy is to provide clear details of

- the contextual drivers, values and principles which underpin our curriculum INTENT
- the theory, pedagogy, approaches and structures which form our curriculum IMPLEMENTATION
- the intended and actual IMPACT of our curriculum

Relationship with other policies

This policy should be read in conjunction with

- EYFS Policy
- all subject specific curriculum policies
- all subject specific curriculum knowledge maps and skills progressions
- Learning Outside The Classroom policy
- Equalities policy
- SEND Information Policy
- Pupil Premium Plan
- Safeguarding & Child Protection policy
- Marking and Feedback Policy
- Home learning policy

Roles and Responsibilities

The Headteacher will ensure that

- All pupils will have a voice in the curriculum development process
- All staff follow this policy in all elements of their work with pupils.
- All parents are consulted and kept informed of the contents of this policy
- Engage parents in providing timely information about curriculum provision and home learning support via regular newsletters and open school events

School governors will use this policy to fulfil their role to provide support for and ensure the accountability of school leaders and the effectiveness of school provision.

We believe that parents have a responsibility to support their children and the school in implementing school policies. We want parents to:

- Be fully informed and therefore involved in their child's learning journey and engaged with the various parent engagement activities offered
- We want parents to feel fully welcomed to offer their skill sets to contribute to the school's curriculum (e.g. reading dogs, reading helpers, green fingered grandparents)
- Ensure that their child has the best attendance record possible
- Support us in helping to encourage their child to be fit and healthy
- Inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour in school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/ school agreement



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INTENT

At Rusper Primary, we believe that the acquisition of **knowledge** and **skills** is the right of every child. Our curriculum provides purposeful and progressive learning experiences for each specific subject within the National Curriculum and binds them together with rich experiences and strong recurring concepts to create a memorable **Tapestry of Knowledge** for all. Inclusivity is at the heart of our ethos, and our curriculum is planned with the child at the centre.

AIMS of the RPS Curriculum

The Rusper Primary Values underpin all we do. They create our curriculum aims.

The RPS curriculum will

- Be memorable, enabling pupils to gain knowledge and skills with **enthusiasm** and **curiosity**.
- Encourage learners to become **independent**, with pride in and responsibility for their own progress
- Encourage learners to be **collaborative** – working alongside others for the greater good
- In all things, at all times encourage learners to be **respectful**.

The Rusper Primary Context

School leaders take into account the social, cultural and geographical demographics of our local community context to establish the needs of our pupils and form the principles that drive our curriculum. The following '**Drivers**' will be the threads that run through and connect all learning within the Tapestry. They will steer whole school themed activities eg 'Anti-Bullying week' and the required **knowledge** content of individual subjects in order to achieve our curriculum aims and develop any identified gaps in cultural capital for our pupils.

▪ **Community**

RPS pupils will gain a sense of belonging through understanding, supporting, representing and being responsible for their own and shared communities. Among the communities RPS pupils explore are

- their own and other's **Families** – PSHE, RSHE, RE;
- the **School Community** – Assemblies, School Values, Whole school texts, Themed learning weeks and school projects eg playground development
- the **Local Community** – celebrations at Rusper church, local events such as Remembrance and May Day and local history projects eg Rusper Primary 150th anniversary
- **National Community** – British Values in themed learning eg history projects and PSHE, Assemblies and national occasions such as Royal weddings, Remembrance General Elections
- **The Natural Environment** – Science, eco awareness drives eg recycling and energy efficiency, 'Woodland Activities', gardening



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■ **Growth**

RPS pupils are supported to grow and develop as individuals and members of a team. We understand growth as a term that accommodates all elements of child development. The following elements are essential in achieving our curriculum aims.

- **Learning behaviours** – independence, collaboration, motivation, resilience and self-improvement are fostered from Reception through to Year 6 through ensuring learning is enjoyable and with agreed expectations.
- **Physical Health** – is developed primarily outside the classroom every day with access to physical play, a rich selection of PE (lessons, clubs and inter school competition) and school clubs eg Outdoor Fitness
- **Mental Health** is developed via our daily emphasis on the values of curiosity and enjoyment, respect and kindness. We encourage pupils to respect themselves and others by providing positions of responsibility for pupils eg School Council and House Captains, playground Friends. We support individual pupils and groups with specific a highly developed Emotional Learning Support system in school and by working closely with families.
- **Social relationships** are developed via daily interactions, play, talk partners, team building opportunities in ‘Woodland Activities’, PE and residential trips. These are supported by our expectations within the school Positive Behaviour Policy and Anti Bullying policy.
- **Environmental relationships** are developed via effective use of the Outdoor classroom including timetabled ‘Woodland Activities’ for all pupils across the year.
- **Safety** is developed via PSHE, RSHE learning, whole school assemblies, events such as National Online Safety day, Citizenship events and Cycling proficiency.

■ **Diversity**

The RPS context is culturally narrow. Our school cohort has very low numbers of pupils from ethnic minority backgrounds, or from diverse religious backgrounds. In this respect, it is important to prioritise access to multi-faith, multi-cultural learning in order that our pupils are helped to understand what Britain today looks like in cities and larger, more diverse communities.

- **RE** units specifically address this element, exposing children to a range of beliefs, cultural behaviours and celebrations from the different world religions. RPS pupils are helped to understand the origins of belief systems, and also that there are communities for each belief system across the UK.
- **PSHE** units also address this element with their emphasis on British Values, democratic ideals and respect for others.
- **RSHE** units help our pupils to understand diversity within family types, individuality and personal choices.
- **Other curriculum themes** eg 20th Century history topics such as the ‘Windrush Generation’
- **Assemblies/Events** play a key part in promoting diversity through National Awareness days and Religious Celebrations.



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- **Resources** also play a key part in promoting diversity. Our books throughout the school and our toys in the Reception and KS1 classes are selected to be representative of **gender, ethnic and cultural** diversity.

▪ **Oracy**

RPS believes that the development of language and the ability to communicate clearly and with confidence is central to all learning – that is acquiring knowledge and applying skills within and across subjects. Key components of the Rusper curriculum that develop oracy are

- **Synthetic Phonics** is taught discreetly from the beginning of Reception through to Y2, and additionally during Y3 as required. Synthetic phonics is referred to through all phases of reading development.
- **Reading** is promoted in every sense at Rusper. Our pupils gain a love of reading through access to positive reading environments, rich and varied book collections. They are given every opportunity to read in school and at home; to adults, to themselves and to each other. Staff read and model language to pupils during lessons and at discrete times.
- **Discrete Vocabulary** is taught at every opportunity. RPS staff follow research based evidence which promotes recognising 'Tiers' of vocabulary. Tier 1 = Common vocabulary, Tier 2 = less frequent, complex vocabulary and Tier 3 = subject specific technical vocabulary. Our aim is to significantly build pupil vocabulary and improve accurate language use in all communication, by teaching Tier 2 and Tier 3 vocabulary.

IMPLEMENTATION

From entry in Reception, RPS pupils work towards our own EYFS goals within the key areas of Learning. Please see our **EYFS policy** for more detail of our EYFS principles, pedagogy and implementation.

From Y1 onwards, our **Long Term Curriculum Plan** specify the **knowledge** content and coverage of each National Curriculum subject over a two year cycle.

For each **Skills** and **Knowledge** are mapped progressively to correspond with age-appropriate developmental stages. Intended outcomes will demonstrate what successful knowledge acquisition and skill application will look like. Please see our individual policies, knowledge maps and skills progressions for each curriculum subject.

RPS divides its delivery of National Curriculum subjects into two groups.

Priority Subjects

Our Priority subjects are the traditional core subjects: **English, Maths** and **Science**.



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These are the subjects which have the highest teaching time weighting, and those that have the most impact on overall skill application and knowledge retention within and across subjects. English and Maths are taught discretely daily. Science is taught discretely weekly.

Our priority subjects are also those that we believe are central to achieving our curriculum aims and furthering pupil development according to our Curriculum Drivers. These are **RE, PSHE, PE** and **MFL** (in KS2). These subjects are taught discretely each week.

Project Subjects

Our project subjects are those foundation subjects which we believe are best delivered as immersive projects. **History, Geography, Art, DT, Computing, Music**

These are delivered as either 4 hour blocks within one week or a eight hour blocks across two weeks. Thus each week, classes have a project focus which takes up a large chunk of the timetable.

This approach allows for the best immersion, practising of specific subject skills, cross application of core subject skills, and retention of knowledge.

IMPACT

There are always many ways RPS can evidence excellent pupil outcomes. We emphasise pupil work, pupil voice and pupil behaviours as our key evidence demonstrators.

Our curriculum is successful because of the ways that we help pupils to build, retain and apply knowledge.

- **Pedagogy**

Our teaching approaches are evidence informed and kept under regular review. Among the key approaches used are

- **Pre-Learning and Immersion**

Many lessons and projects make use of rich practical experiences to drive curiosity and deeper learning. These include using manipulative resources, the use of drama and role play, the outdoor classroom, school visitors and offsite visits.

- **Fluency**

The essential skills of reading (decoding and understanding), spelling, handwriting, number, editing are 'over learnt' through repeated recall and application.

- **Vocabulary**

Teaching working vocabularies for specific subjects helps pupils to build the necessary schema in their minds to be scientists, artists, musicians, historians etc.

- **Teach and assess**

We work in a continuous cycle of teach and assess. All forms of formative assessment are used to refine what and how we teach. See our **Marking and Feedback** policy. Both



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individual lessons and units of work in all subjects connect pupils to previous learning before developing and progressing.

▪ **Pupil Voice**

Is integral to ensuring engagement and enjoyment. We ensure our pupils feel involved in decisions that affect them

Teachers facilitate pupil talk for learning and class discussions every day.

Pupil conferencing is a key part of our overall approach to monitoring effectiveness. School leaders ask about pupils at planned intervals how they feel about their learning in general and about their learning in specific subjects. They are asked for their opinions about how things could be better. The outcomes of pupil conferencing is shared with school governors and feeds into the next cycles of school improvement.

Our school council work proactively to feedback pupil opinions about existing school provision and events. They are encouraged to plan their own projects for fundraising and to recommend celebration themes.

▪ **Staff training**

At Rusper Primary we invest in the training and development of all staff across every annual cycle.

Training needs are identified according to

- Strategic analysis of pupil outcomes and pupil needs
- Strategic whole school improvement drives
- Curriculum Leader subject action plans
- Areas of expertise among staff
- Staff voice in appraisal

Initial training either takes place with the individual, with teachers or with the whole staff.

Where training is undertaken by the individual, they become the expert responsible for disseminating the information to develop the practice of all staff. Internal training via the expert takes place at all staff meetings, INSET sessions or via weekly Briefings.

▪ **Staff expertise**

Essential to positive pupil outcomes is the knowledge and expertise of staff.

All RPS teaching staff and TAs have excellent knowledge of the curriculum for their respective age ranges.

Our subject leaders have excellent subject knowledge across the primary phase within their respective areas of expertise.



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In addition to subject and area leaders among our staff, RPS also utilises the services of peripatetic PE, Music, Forest Schools and Spanish teachers to maintain the highest quality delivery.

▪ **Staff knowledge of pupils**

Fundamental to the effectiveness of the RPS curriculum is the level of knowledge all staff have for each of our pupils. All classes have finely developed Teacher/TA teams that work to meet all pupil needs.

Our pupils enter Reception in a small class. From here we begin developing close working relationships with each child; enabling us to positively affect early intervention and ensuring rapid development within the EYFS.

From Y1 onwards teachers and TAs work as co-teachers with groups of pupils and individuals to ensure continued progress at the appropriate level.

Our SEN staff ensure inclusion and the continuation of positive social and emotional development.