



**Rowde C of E Academy**

## **Curriculum Policy**

**Date agreed: September 2021**

**Review Date: July 2022**

At Rowde School, we define 'curriculum' to be the knowledge, skills, experiences and opportunities our children receive within the school. It encompasses not just what the children learn, but the way in which it is delivered, assessed and reviewed as well as the environment in which the pupils learn.

Our definition of learning refers to the outcome, rather than the process. We define learning as committed facts, ideas and principles stored in long-term memory as part of a wider schema of domain specific knowledge, able to be retrieved with minimal cognitive effort. We are principally focussed on providing strong semantic memories which requires effortful thinking and conceptual understanding, rather than episodic memories which are stored as events, linked to emotional moments. These are easily stored but do not lead to strong explicit links within the brain.

### **Our Curriculum philosophy**

At Rowde we are determined to offer a curriculum which is rooted in high-expectations and ambition for all our pupils. Our primary goal is to deliver richly connected knowledge and skills which are revisited and built upon, leading to high levels of long-term retention and automaticity. Our philosophy is predicated on research from cognitive science and how long-term retention of knowledge occurs. Our curriculum is sequential with key knowledge, vocabulary and skills mapped out to a granular level, ensuring both the teachers and the pupils are clear with what they are expected to learn, how this links to other learning and how this will be revisited, using the spacing effect and linked to lessons in the future.

Through our curriculum, we aim to broaden the children's knowledge and understanding of the wider world, providing academic rigour in English, Mathematics and Science. Our pupils should also have opportunities to experience and express themselves through arts, music and design, as well as participating in high-quality sport and P.E. We want our pupils to have pride in their school. Rowde pupils must also develop a strong sense of moral-fibre, understanding right and wrong, the benefits of hard work, commitment and reflection. Our curriculum must therefore promote the spiritual, moral, social, cultural, mental and physical development of all pupils. As a Church of England Primary, Worship, and the values that are inherent in our vision, is integral to all aspects of our curriculum.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

### **Curriculum intent**

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

### **Knowledge and Skills**

At Rowde School, we have designed our curriculum with pupils' long-term learning at its centre. We recognise that a knowledge-rich curriculum has to set out clear expectations of the facts, vocabulary and skills required for pupils to build a broad base of knowledge, through which deeper learning can be cultivated. The curriculum content has been carefully interwoven to make strong links within and across disciplines as well as opportunities to recap, revisit and expand on content. We recognise that prior knowledge is an important factor in the retention and building of knowledge for long-term learning. We have set out clear subject specific knowledge and skills that pupils are expected to master, in order that teachers can confidently build and progress ideas covered previously.

### **Cultural Capital**

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils important cultural experiences through extra-curricular activities, educational visits and visitors, designed to build a cultural capital and an appreciation of global and national life.

## **Meta-Cognition**

We recognise that for children to access our ambitious curriculum successfully, we must instil into our pupils key positive learning behaviours and attitudes.

## **The Learning Community**

Our aim is to deliver a broad, balanced curriculum and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. This is part of our overarching ethos, We Are Rowde.

## **Equality of access**

Our curriculum will be delivered in accordance with the Equality Act 2010 and any subsequent iterations. Our aim is that every child will access the curriculum in its entirety, with content, access and expectations adapted for pupil's developmental needs.

## **Curriculum Refinement**

We also have an opportunity for curriculum refinement, based on experience and reflection of outcomes from each curriculum area. We are constantly striving to go even further, even deeper in our hope to raise standards for our pupils.

## **School Curriculum Aims**

At Rowde, we will endeavour to:

- Provide an inspirational curriculum for all our pupils.
- Develop our ethos and values – We Are Rowde and Learn, Grow, Love – within the framework of our Worship-based curriculum
- Provide Knowledge, skills and experiences which will be remembered.
- Ignite passion, excitement and a love of learning for our pupils, through our curriculum content.
- Teach children tolerance, respect and celebrate all forms of difference.
- Allow children to work cooperatively with a range of different pupils in the school.
- Teach children to understand and enact the fundamental British values.
- Provide opportunities for all pupils to develop and grow, taking into account individual needs.
- Provide a safe, happy and caring environment where children are treated fairly.
- Teach children about how to stay physically and mentally healthy, including forming healthy relationships through PSHE and RSE.
- Educating children about how we can better care for our local environment and the world.
- Explain to children about the importance of charity, community and helping each other.
- Educate children to value mistakes and see them as an opportunity to improve.
- Provide feedback to our pupils to help them develop and learn.
- Listen to pupil's views and concerns, and act upon these.
- Ensure success in mastering the knowledge and skills in academic subjects within the curriculum.
- Provide success for pupils in mastering increasingly complex knowledge and skills within creative subjects.
- Develop a positive attitude to school and learning in all our learners.
- Always recognise and reward hard work, effort and achievement in all our pupils.

- Help children to develop initiative, helping them solve problems on their own
- Help children assess and take appropriate risks.
- Provide children with life skills essential for their future.
- Enable pupils to overcome adversity and develop grit.
- Foster a high level of self-esteem and self-confidence in all our pupils.
- To teach our pupils to embrace and relish challenge and struggle.
- Pupils develop their own informed thoughts and opinions on moral issues, with a strong sense of what is right, what is fair and what is just.
- Provide the skills for pupils to be successful communicators and learners.
- Support pupils to develop their own personal interests and talents.
- Become active and positive members of our community and wider society.
- Prepare children with the skills, including technology, necessary in their future.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge, skills and enriching experiences.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

### **Roles and responsibilities**

The Academy Council is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The Headteacher and Senior Leaders are responsible for:

- Oversight of the long and medium-term plans for the curriculum in collaboration with subject leaders, teachers and other members of the leadership team. Overseeing the design of a coherent, progressive, knowledge-based curriculum in every subject.
- Communicating the agreed curriculum to the Board of Governors on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Report the progress and attainment of pupils and reporting these results to the Board of Governors.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.

- Updating and maintaining this policy.
- Arranging suitable training and CPD for teachers to deliver the curriculum successfully  
Teachers are responsible for:
- Implementing this policy consistently throughout their practices.
- Ensuring lessons are reflective of the school's curriculum intent.
- Implementing the curriculum in ways which maximise long-term retention.
- Creating a series of lessons for each subject, covering the stipulated content from the knowledge organisers
- Using, where available, Knowledge Booklets to support the delivery of the curriculum.
- Provide opportunities to revisit and recap on prior learning.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more-able pupils are given opportunities to deepen and apply their knowledge.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.
- Provide feedback on the outcomes and success of the subject to the subject leader

#### **Subject leaders are responsible for:**

- Providing strategic leadership and direction to their team.
- Develop a progressive and cohesive overview of the knowledge, skills and vocabulary within their subject for each year.
- Producing Knowledge organisers which set out the key learning for each topic
- Having a clear understanding of the strengths and areas for development within their subject.
- Having a clear understanding of the progression of knowledge, skills and vocabulary within the subject
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress and standards in their subject. Reporting on this to the headteacher.
- Identifying within and cross-subject links within the knowledge organiser and booklets
- Providing effective resources for the teacher.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.
- Respond and make changes to the curriculum following feedback from class teachers
- Arranging suitable training and CPD for teachers to deliver the curriculum successfully
- Maintaining a Subject Leadership File which is kept in the Work Room, available to all, and which records all aspects of their work

#### **The SENCO is responsible for:**

- Collaborating with the Headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional

support receive it.

### **Organisation and planning**

The school's curriculum is mapped out for each year group across 6 terms. Each term, the classes' learning is centred around a core text or theme. These include age-appropriate novels and tie in with historical, geographical or scientific concepts taught within the same term. This provides a cohesive scheme of work, through which meaningful links are made explicit. The selection of these texts represents a culturally-diverse cross-section of genres, authors and origins.

Each school day will consist of a morning session where core subjects including reading, writing, phonics and mathematics are taught. Afternoon sessions include foundation subjects including arts, history, geography, P.E, computing, science, music, as well as collective Worship. Some subjects will be delivered in blocks of learning to facilitate better flow and more effective formative assessment.

Teachers will use their professional judgement to structure lessons which maintain interest and focus for their pupils, with the key outcome always centred around long term learning. There is a shared understanding of what we hope to see as we enter each other's classrooms (through We Are Rowde and the Teaching and Learning Checklist) and it is expected that this shared vision will manifest itself within the classroom.

Where applicable, teachers will deliver the lessons in conjunction with the knowledge booklets, which include the activities for each pupil to produce. Teachers should use these booklets to guide the steps required within each lesson. Teachers will plan lessons which provide early success for all learners, whilst also enabling opportunities for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this may include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

Occasionally, the school will organise part of the curriculum to be highlighted through an afternoon, day or week relating to a specific subject or an event. Our history fieldwork and historical themes across times are covered in this way. The school may also hold AntiBullying week, E-Safety days and Languages day.

### **Subjects covered**

Rowde School is an academy and whilst the majority of our curriculum is aligned with the National Curriculum, there are some minor deviations to fit the individual needs of the school.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following subjects:

English

Maths

Science

RE

Relationships and health and sex education (within PSHE)

Art and design

Computing

Design and technology

Languages (KS2 only)

Geography

History

Music

PE

As a C of E Academy, our curriculum is driven by our vision and values.

### **Mathematics:**

Mathematics is delivered using the Power Maths scheme of work. This is fundamentally built around the principles of maths mastery. This underpins that all children can master the mathematical ideas within their year group.

### **Reading:**

Reading is delivered using a whole class teaching approach. It focusses on the key cognitive domains as part of each lesson. Phonics lessons are delivered through a stepped programme overseen by members of the senior team.

### **Writing:**

Teachers plan sequences of writing based around the year group specific objectives.

### **Extra-curricular activities and residential:**

Trips and events are held which link to the topic a class is studying. These could also include visitors coming into the school. A variety of extra-curricular clubs are offered for pupils to develop different schools and broaden their experience. In Year 6, children take part in a residential trip as a means of promoting independence and preparing them for secondary school.

### **Home Learning:**

Our Home Learning philosophy aims for children to practice the basic skills they learn in school. Learning times tables and mental strategies for calculation, spellings, practicing reading and specific grammatical concepts (Please refer to the school's homework policy). Home Learning is distributed by SeeSaw on a weekly basis, usually on a Friday.

### **Reporting and assessment**

Performance in core subjects, including reading, writing, mathematics, grammar, punctuation and spelling are closely tracked as part of the school's assessment cycle. These are assessed summatively 3 times a year using NFER tests. Teachers are also asked to submit teacher assessment.

Informal assessments using the Rowde steps will be carried out regularly to measure pupil progress formatively, checking for long term learning and to inform future intervention and planning.

Pupils in Year 1, 2, 4 and 6 will also complete national assessments. The results of these assessments will be reported to the teachers, parents and the Academy Council.

Assessment in the foundation subjects is completed through exemplification or outcomes of pupils following a unit of work. The principle form of assessment in the foundation subjects is formative, with the teacher making adaptations to subsequent lessons.

All reporting and assessments will be conducted in line with the school's assessment policy.

### **Equal opportunities**

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

### **Monitoring and review**

This policy is reviewed annually by the senior leadership team and the Academy Council.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

### **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

The Education Act 2002

The Children Act 2004

The Equality Act 2010

DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2013) 'The national curriculum in England'

DfE (2017) 'Statutory framework for the early years foundation stage' DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

Home Learning/ Homework Policy

Equal Opportunities Policy

PSHE, C and RSE Policies

SEND Policy