



**Redmile and Waltham-on-the-Wolds**  
**Church of England Primary Schools**  
**Curriculum Policy**



## **1. Introduction**

1.1 At Redmile and Waltham-on-the-Wolds Primary Schools we are developing a project-based/immersive approach to create a broad and balanced curriculum. The curriculum is the totality of pupils' learning experiences. It is the vehicle by which we inspire learning and develop the essential knowledge, skills and understanding which are the building blocks for later life. The children's journey starts in the Early Years Foundation Stage and our curriculum strives to build on the core foundations of the EYFS curriculum hence, in our school, we constantly value and implement the key characteristics of learning explored in the Early Years across all Years, such as, playing and exploring, where children find out new ideas with what they know, through always being willing to 'have a go'. This is achieved through lessons using an active learning style in order to make sure that children are involved and concentrating, keep trying (having a growth mind-set) and enjoy achieving what they set out to do. As a result, this creates children who think critically, creatively, imaginatively and make links, enabling them to choose the best way to solve problems. The curriculum encompasses not only the formal requirements of the Early Year Foundation Stage curriculum and the National Curriculum for Key Stage one and two, but also a range of extra-curricular activities, key skills and learning behaviours that the school plans carefully, in order to enrich the experience of the children.

## **2. Principles**

- 2.1 To empower pupils to lead their own learning by developing strong learning behaviours.
- 2.2 To place the learning at the centre of all of our lessons, continuously reflecting on how effectively our actions are impacting on the outcomes of each individual.
- 2.3 To provide the learner with the necessary tools and environments to enable them to be flexible, choosing how, where and with whom they work and be inspired to learn.
- 2.4 Our curriculum content is relevant to the lives of our learners, ensuring that outcomes are authentic and have an impact on the real world.

## **3. Values**

- 3.1 At Redmile and Waltham-on-the-Wolds schools, our curriculum is underpinned by the Christian and British values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. We promote a Christian ethos. We teach our children to behave in God's image and to seek inspiration from Him so that school is a highly positive experience for everyone. We respect that not all children will believe in God, however, we teach all children that Christian and British Values are the foundations of an inclusive school.
- 3.2 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. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- 3.3 We value the importance of each person in our community. We organise our curriculum so that we encourage co-operation and understanding between all members of our community, promoting community cohesion.
- 3.4 We value the rights enjoyed by each person in our society. We respect each child in our school for their individuality, 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.
- 3.5 We value our environment and encourage sustainability. We aim, through our curriculum, to teach respect for our world; how we should care for it for future generations, as well as our own.
- 3.6 We nurture each child through these values and by developing Character Education. We will refer to these values in whole as 'Values for life' although we will ensure that Christian values are distinctive and clearly defined as such.

#### **4. Aims and Objectives**

- 4.1 To teach our children using a range of inspiring learning experiences and quality first teaching (including project based learning) .
- 4.2 Enable all children to learn and develop their skills to the best of their ability to maximise their potential.
- 4.3 Promote a positive attitude towards learning (a growth mind-set), so that children enjoy coming to school, have fun leaning together and acquire a solid basis for lifelong learning.
- 4.4 Teach children the basic skills of literacy, numeracy, science and information communication technology (ICT).
- 4.5 Enable children to be creative and to develop their own thinking skills.
- 4.6 Help children understand Britain's cultural heritage and Britain today.
- 4.7 Enable children to be positive citizens in their community and wider society.
- 4.8 To fulfil all the requirements of the National Curriculum 2014, the Early Years Foundation Stage curriculum and Development Matters Bands, and the Leicestershire Agreed Syllabus Religious Education.
- 4.9 Teach within an Immersive learning environment (displays, etc.) so children are surrounded and stimulated by their project / novel study.
- 4.10 Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- 4.11 Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

#### **5 Organisation & Planning**

- 5.1 For English and maths we plan using the National Curriculum (2014) in Key Stage One and Key Stage Two, links are made where-ever possible to the project-based learning to give learning a real purpose. Our children and teachers work together to choose a project which is stimulating for all, ensuring engagement and interest for pupils and staff. For English, each class has a class text or novel, per term, which centres around their learning in that subject.
- 5.2 Children and staff design an immersive classroom environment; this means that the displays and classroom arrangement/furniture immerses the children in their learning about their project or novel study through the senses of touch, sight, smell, hearing etc and enables them to be independent learners and to make choices about the resources and tools they need in order to learn. This gives children the empowerment to take ownership of the learning.
- 5.3 For children in the Foundation Stage – teachers use the Early Years Foundation Stage and Development Matters Bands to plan and provide a range of rich child-initiated, adult-led and continuous provision. The EYFS strives to develop the 'characteristics of effective learning', which then continues into Key Stage One and Two through the use of 'Learning Behaviours'.

#### **6. Timetable**

- 6.1 The timetable is flexible, encompassing all basic skills development in English and Maths.

#### **7. Learning behaviours**

- 7.1 There are six learning behaviours that we want to promote and ensure children have the personal and social skills to thrive in our future world. They are: reflective learners, self-managers, team-workers, effective participators, resourceful thinkers, and independent enquirers.

#### **8. Critique and Multiple-Drafts**

- 8.1 Critique is used as a informative assessment tool for both teachers, children and peers. The use of critique is a powerful approach used across the school for children to self/peer assess. Children are able to identify next steps in work and give appropriate and useful comments to help others.
- 8.2 Our critique motto is: Be Kind, Be Helpful, Be Specific.
- 8.3 Multiple drafts, where appropriate, allows the children to edit and improve their work across the curriculum to create their best piece of work to showcase. This can be in any curriculum area.

## **9. Vulnerable Groups/Most Able/Gifted & Talented**

- 9.1. The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEND and Inclusion policies.
- 9.2 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 SEND Code of Practice in providing for children with special needs. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENDCo. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff may be used to assist the child.
- 9.3 If a child is working at greater depth they will be given open-ended questions and tasks and encouraged to follow lines of inquiry independently.

## **10. EYFS**

- 10.1. The curriculum that we teach in the Early Years class meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills, experiences and characteristics of effective learning. Teachers also use the Development Matter bands as a guide to inform planning and assessment.
- 10.2 Our school fully supports the principle that young children learn through play, and by engaging children in either child-initiated learning (through well-planned continuous provision) or through adult-led activities, where adults facilitate the learning through questioning and supporting. Teaching in the Early Years builds on the experiences of the children in their pre-school learning.
- 10.3 During the Foundation Stage, the teacher and support staff make continual observations to record children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents/carers and governors as appropriate.
- 10.4 We are aware that all children need the support of parents/carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through regular communication with them through the newsletter, letters, the open-door policy and through the use of Seesaw.

## **11. Parents**

- 11.1. Parents are encouraged to come into school as much as possible. Parents are invited to weekly whole-school celebration assemblies, open sessions to view work, parents evenings and parent workshops, Seesaw. We are currently developing an e-communication system with parents, called Seesaw, which gives the child the independent means to safely share work they are proud of direct to parent/carers mobile phone. Parents are also encouraged to attend the final event of the children's project. They will be expected to observe and often participate in the children's Project.
- 11.2 Parents also are invited to fund raising events e.g. Viking Challenge (Redmile), Autumn Ball (Waltham) and to help chaperone / transport to events. A number of parents and volunteers come into school to assist in school with reading, maths and preparing resources.

## **12. Monitoring and review**

- 12.1. The LGB reviews the School Development Plan each term and specific subject areas in its annual cycle of review and development. Our LGB is responsible for monitoring the way the school curriculum is implemented through learning walks and visits.
- 12.2 The Governors liaise with subject leaders and monitor closely the way the school teaches these subjects. The class teacher is responsible for the day to day organisation of the curriculum. The Senior Leadership Team monitors the lesson planning of all teachers during the year.
- 12.3. Subject leaders monitor the way their subject is taught throughout the school.
- 12.4. Teachers are responsible for the medium and long-term planning which is shared with the subject leader. Subject leaders also have responsibility for the purchase, storage and management of resources.
- 12.5 We are aware of the need to review the school learning and teaching policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Written by Hollie Geeson, Ben Jackson and Julie Hopkins in consultation with staff and governors.

Date: June 2017

Date of next review: June 2019 (or earlier if 11.5 applies)

Approved by SLT and Governors \_\_\_\_\_