



Curriculum Policy

Policy Owner : East Ravendale Church of England Primary School

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Introduction:

At East Ravendale, we strive to develop independent, self-motivated and **inquisitive** learners of all ages. We **celebrate** our uniqueness and **value all as God's children**. We aim to give all members of our community opportunities to succeed, now and in the future, knowing they are safe and valued.

Our vision is underpinned by our core values of **wonder**, **belief** and **joy**.

Aims and Objectives:

At East Ravendale Primary School, we want our curriculum to enable our children to have a voice that they develop through a deep understanding of the importance of communication, language and vocabulary.

We aim to inspire our children to see learning as a personal journey, a route to enjoyment and fulfilment.

As a Church of England school we want our curriculum to embed Christian values through developing social, moral, spiritual and cultural values and Collective Worship.

We want to engage our children with a clear context for their learning – our curriculum is relevant to our children and our environment.

We intend to:

- prepare our children for their future adult lives – whatever and wherever they may be
- raise attainment so that everyone achieves their full potential
- challenge creative minds to nurture curiosity and creativity
- develop a lifelong passion for learning within our children
- develop confident and enquiring learners who can make informed choices
- value and respect all cultures, differences and beliefs promoting positive attitudes towards other people
- create a happy and safe working environment
- foster self-esteem and personal responsibility, with the ability to demonstrate empathy for the needs and feelings of others
- enable pupils to understand their community, to value their school and local area, helping children grow into reliable, independent and positive citizens



Organisation:

Our provision is informed by research into effective teaching practices, cognition and learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum.

We use the National Curriculum guidelines in order to develop the knowledge content of our curriculum, but our aim is to make the curriculum relevant and exciting to our children, with purposeful outcomes that they care about achieving. All subjects are given appropriate time throughout the week with opportunities created for developing subjects further; we support our children in learning a broad range of subjects and topics and offer opportunities for greater depth learning across subject areas.

Reading:

Intent

It is our aim for children to leave East Ravendale C of E Primary School as competent, fluent and confident readers who have a true love of reading. Reading is one of the most important skills children will learn as future learning and successes depend on it. We put as much priority for children to learn to read quickly as is necessary.

Implementation

EYFS - At our school, children learn to read initially through a systematic phonics approach. Firstly, our youngest children are taught good listening skills through fun and exciting activities by hearing and making sounds in the environment. We use the scheme, 'Read Write Inc.', which involves daily phonics and reading sessions. When children are ready for reading, they move on to learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.

Alongside, 'Read Write Inc.', teachers regularly read to the children, so the children get to know and love all sorts of stories, poetry and information books. This helps to extend children's vocabulary and comprehension.

Children also have the opportunity to select from a wide range of good quality reading books from a variety of reading schemes. These books are shared at home and school. They are organised through coloured bands and are tracked by teachers.

Children who are learning to read, are encouraged to read a text more than once to practise decoding skills and ensure understanding. The value of parents and other family members helping children with their reading cannot be overestimated. Every child in school has a reading diary that is



a two-way communication between school and families. We have many incentives for reading everyday as we believe that this is when children really develop confidence and a love of reading.

KS1 - Once children can read 100+ words a minute, they join class guided reading sessions and begin on the Accelerated Reading Scheme (AR). AR is an online assessment and support tool to develop reading throughout the school. This tool assesses children's reading skills and provides staff and children with individual targets. It ensures children are reading books that they can access but simultaneously are challenging them to become more accomplished readers. In EYFS and Year 1, reading is mostly taught through phonics. Year 2 children begin to experience looking more closely at texts through guided reading.

KS2 – Children begin to explore how the writer has used language to keep the reader's interest. We look at the features of a range of different fiction and non-fiction texts, discussing the use of different layouts and sentence structures, which is taught through guided reading.

Impact

At East Ravendale, the impact of our reading is measured in a variety of ways. We aim for all children to make expected or accelerated progress across the school. However, we know that academic levels are not the only measure of an effective curriculum; we also have a significant focus on whether our pupils are well-rounded individuals who have a love of literacy, books and reading. We will focus on how our children have been able to acquire and develop the key skills, knowledge and attitudes which will enable them to be successful, life-long learners.

Writing:

Intent

At East Ravendale C of E Primary School, we believe that the ability to communicate our ideas and emotions effectively is an essential skill in the modern world, and writing is a significant part of this. From EYFS through to year six, our children are provided with a range of opportunities across our curriculum to develop their writing. We endeavour to teach writing by incorporating high quality texts into our literacy learning; this allows us to relate each text type to real life examples and understand how a published piece should look. At East Ravendale, we understand the value of a rich vocabulary and this is something that we endeavour to build through our use of high quality texts, knowledge organisers and through modelling it ourselves. We aim to build a love of literacy and the written word by ensuring our children have daily opportunities to write, not only in discrete literacy lessons but also in a variety of other subjects such as the humanities, science and RE. We know that our children are creative, imaginative and enthusiastic learners. Our aim is to ensure that all of our children are able to express this creativity, imagination and enthusiasm through the use of written word, to the absolute best of their ability!



Implementation

In order for our children to become effective and talented writers, we ensure that we deliver cross-curricular writing opportunities through our use of a topic based approach to learning. In EYFS, our children access daily 'Read Write Inc.' lessons, in which they are able to practice their reading and phonic skills. In addition to this, they also develop the vital skills required for writing at an early age, such as using their phonic knowledge to sound out unfamiliar words, exposure to new and high level vocabulary and activities in which they build sentences. As well as their RWI learning, they also practise letter formation. We know that great reading and great writing often go hand-in-hand. Because of this, our children share stories with an adult every day.

In KS1, literacy lessons are structured around a shared text, which our children read and learn together. This allows them to become familiar with the text and acts as a spring board for their writing. Children in KS1 work collaboratively to develop their understanding of a range of written text types, e.g. they will write letters to a main character of the shared text, they will write a set of instructions to help a character create something, they will write descriptions of the characters they have become so familiar with. Because our children have developed a secure understanding of their shared stories, they need only focus on the specifics of their writing. They continue to use the sentence building strategies that they learned in EYFS, with the added understanding of punctuation and sentence structures that they are taught in KS1. In addition to their daily literacy lessons, children in KS1 continue to access 'Read Write Inc.' lessons to continue the great progress they make in their reading.

In KS2, our children are given further opportunities to write through daily literacy lessons, plus in all other subjects, such as explaining their reasoning in maths, writing a conclusion to a science experiment and writing a diary entry in the role of a Spartan warrior. Writing units are planned around specific genres, such as narrative, writing to persuade and writing to inform. We incorporate high-quality texts where appropriate, and teachers often write their own examples to ensure the highest standards of vocabulary and punctuation are being demonstrated. Pupils begin a new unit by studying an example of a text type and developing their understanding of the key features. This leads into discrete grammar and punctuation learning so that students can become adept in using the key features of the specific text type. After this, pupils go onto planning and drafting their writing, using editing and improving strategies throughout. In addition to their cross-curricular writing opportunities, pupils in KS2 are also given opportunities to use their written skills in real life contexts, eg completing job application forms for positions within our school tuck shop.

Impact

At East Ravendale, the impact of our writing teaching is measured in a variety of ways. However, we know that academic levels are not the only measure of an effective curriculum; we also have a significant focus on whether our pupils are well-rounded individuals who have a love of literacy and the written word. We will focus on how our pupils have been able to acquire and develop the key skills, knowledge and attitudes which will enable them to be successful, life-long learners.



Maths:

Intent.

At East Ravensdale Primary School, our intent is that pupils:

- Develop mastery of the core skills in mathematics including counting, understanding place value and calculation
- Provide children with opportunities to build their conceptual understanding of Maths
- Develop problem solving strategies that can be applied in not only Maths but across the curriculum
- To inspire in children a positive and enthusiastic attitude to mathematics and an understanding of its place in our world

Implementation.

The EYFS Framework and the National Curriculum underpin all mathematics at East Ravensdale. To ensure consistent coverage, teachers follow our School curriculum (co-written with external educational consultants) and the School calculation policy. Teaching within EYFS aims for all pupils to leave as confident, competent mathematicians. Daily opportunities for Maths are planned to ensure that firm mathematical foundations are built using concrete resources, quality first teaching and in ways that are engaging for the children. Their teachers, in line with the Early Learning Goals through Development Matters, regularly assesses children in EYFS.

Lessons (Y1-6) themselves are crafted using information collected from pupil's Pre-Assessments and termly summative assessments, with staff utilising daily fluency starters (containing fluency and counting opportunities) to reinforce and consolidate prior learning. We ensure all learning builds upon prior knowledge, with children who grasp concepts rapidly provided with appropriate challenge through rich problem and reasoning opportunities, and those needing further support helped with pre-teaching or additional learning.

Our curriculum builds upon the concrete, pictorial and abstract approach, and by using all 3, pupils are able to develop a rich understanding of mathematics. To aid students' understanding, teachers provide concrete and pictorial resources in all year groups, removing these scaffolds when children become fluent in the learnt area. Relevant mathematical vocabulary is used throughout the lesson and visitors to East Ravensdale will see this on our working walls and displays. Problem solving strategies are taught in lessons to all pupils, so that all students of all ability groups have access to abstract reasoning and problem solving, collated from sources such as NRICH, White Rose and the NCETM, with scaffolding in place if needed.

Throughout the Maths lessons, teachers will mark pupils work providing instant verbal or written feedback. This allows misconceptions to be addressed promptly and accurately. Within our curriculum, opportunities for maths are embedded such as drawing graphs in Science or through the sequencing of dates in History. Our approach to mathematics works in line with the latest EEF guidance on Maths in EYFS, KS1 and KS2, as well as the EEF guidance on Teaching Assistants and the



Mathematics Research Review and we regularly moderate ourselves with other schools within and without our Trust.

Impact.

We measure the impact of our Maths curriculum at East Ravendale in a number of ways:

- Summative Assessment taking place at the end of each term to assess Children's knowledge.
- Short 5-10 minute Post-Tests delivered 2 weeks after the topic finished to assess pupils knowledge in a particular area of the National Curriculum (years 1-6)
- Discussions with Staff about Pupils progress and attainment, with specialist support put in place for those who may fall behind. This support can be in the form of additional pre-teaching, homework, or closer teacher support in lessons.
- Leaders monitor the effectiveness of lessons through book looks, lesson observations, learning walks (Termly) and pupil interviews.

We also measure its effectiveness by:

- Ensuring the number of pupils reaching Expected standard in KS1 and 2 is at or above the national percentage in end of year SATS tests.
- Ensuring the number of pupils reaching Greater depth standard in KS1 and 2 is at or above the national percentage in end of year SATS tests.
- Ensuring there will be no significant gaps in the progress of different groups (i.e. SEN, PP, FSM, EAL, Boys and Girls etc.)
- Ensuring all pupils have a positive impression of Maths

Assessment:

Assessment of progress and attainment is done at key points throughout the academic year. Pupils in years 2 and 6 sit assessments based on past papers and their achievements are tracked through the year. Children in other year groups are assessed through the use of PIRA/PUMA assessments and also accurate teacher assessment. All data is collated and teachers are invited to Pupil Progress Meetings (PPM) each term to discuss the pupils in their classes. Any pupil who is failing to make expected progress will be offered intervention programmes, additional support and the SENDCo will be made aware as a cause for concern if necessary.

The Broader Curriculum at East Ravendale:

Teachers follow the long term plan. In all year groups learning is linked to an overarching theme, each half term their focus is either history or geography. Children immerse themselves in their learning and develop their historical and geographical skills. An emphasis is on developing the children's vocabulary in these areas and, where relevant, is linked to English through the choice of text. In EYFS the classroom environment is connected to the overarching theme so that the children



are able to learn through play and apply their new knowledge and interests through discussion and role play and are able to demonstrate and follow their own interests.

In years 1 to 6 the classroom environment compliments the topic and is supplemented with working walls which support pupils' independent work.

Science is taught as a discreet subject and follows the National Curriculum programme of study.

Role of Subject Leaders:

Subject leaders monitor the subjects for which they hold responsibility. They are given adequate time out of class in order to observe lessons, conduct book scrutinies and talk with pupils. Subject leaders are expected to lead at least one staff meeting a year focusing on developments and new pedagogy in their subject. They should be knowledgeable about new ideas and resources and be able to support staff in ensuring that teaching in learning in their classes is of a high quality.

Monitoring and Review:

As a school we aim to monitor and review our school curriculum regularly. We will take into consideration the changing world around us and the interests of our pupils.