



Redlands Community
Primary School

Achieving Excellence Together

Curriculum Policy

Our vision:

Achieving excellence together, by preparing our children to become independent life-long learners, who are curious to know their future self.

Redlands R's:

Resourcefulness, Remembering, Resilience, Reflectiveness, Responsiveness,
Respect

Approved by: Advisory Board

Date: November 2019

Last reviewed on: November 2019

Next review due by: November 2021

Our Vision

At Sileby Redlands Community Primary Schools, we believe that we are achieving excellence together, by preparing our children to become independent life-long learners, who are curious to know their future self. We aim to achieve this through our six Redlands R's: Resourcefulness, Remembering, Resilience, Reflectiveness, Responsiveness and Respect. Together we grow!

At Redlands Community Primary School, we strive to provide an inspiring and enthusiastic learning environment. We recognise that education is a life-long journey and ensure that we support children and staff at all times to enjoy learning together and reaching their potential.

- ✓ Achieving Excellence Together.
- ✓ Redlands Rs and the 5 DSAT Values.
- ✓ Independent, proactive learners who are curious to know their future self.
- ✓ Take pride in the learning environment - The standard you walk past, is the standard you become.
- ✓ Responsible global citizens
- ✓ When you walk through the door at Redlands, this is how we do it here.

The Redlands Curriculum Values

It is our intention to provide the best education possible for the children of Redlands – one that is first and foremost safe, engaging, inspiring and can open doors to allow the children to become successful in later life. We aim to prepare the children for their futures through creating local community and wider links, so that they become responsible global citizens.

We believe that EYFS is the first step on the ladder towards their future success, so it is important that it is done right for them. Throughout Key Stage 1, we aim to ensure the basic building blocks of education are laid down to allow for success in Key Stage 2. Should a child struggle to access the curriculum, we seek advice from our SENDCo and external professionals to help fuse the strengths of the child and close any gaps in their learning. During their time at Redlands, we encourage our children to become independent learners – learners who are resilient and learn from past experiences to help shape their future. We care about our children's futures and want them to feel success throughout their time in education.

Through our connective approach to learning, we aim to offer a wide variety of experiences for our children, so that their learning can become embedded in their minds, through carefully planned connections in the learning they are offered. The curriculum we offer, exposes the children to an abundance of knowledge and develops their skills as learners – knowledge and skills that will positively affect their development and success in later life.

As a school, we continually evaluate the impact of our curriculum offer and experiences and fine-tune our core offer. This is to ensure that the children are getting the most up-to-date learning that is not only vital for them to become responsible global citizens, who add value to society; but it is also inspiring, engaging and fun!

Aims and Objectives:

We want pupils to develop a positive attitude to life and learning, with a will to solve problems, the resilience to do so and the ability to work well with others. We want all our pupils to approach the process of learning with confidence and independence, gaining a broad knowledge of all subject areas.

The school curriculum is based on the National Curriculum (2014) and the Early Years Foundation Stage Framework and is designed to encourage enquiry, confidence, independence and good communication skills. By the time pupils leave Sileby Redlands Community Primary School, they will be able to read, write, speak and listen effectively. They will be able to ask questions with an enquiring mind and solve mathematical and scientific problems. We expect our pupils to understand the difference between right and wrong, to appreciate other cultures and traditions and to respect others. We also aim:

- To ensure that all children, regardless of starting point and barriers, achieve their potential
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for successful lifelong learning
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To enable children to gain the skills and attributes of motivated, resilient and independent learners and to apply their knowledge and understanding to real life situations
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To encourage children to ask questions and assess risks
- To enable children to develop their intellect including their emotional development and the development of positive character traits
- To encourage children to be passionate about what they believe in and to develop their own thinking
- To enable children to gain age appropriate skills and knowledge in English, Mathematics, Science and Information Technology (IT) / Computing
- To enable children to be creative through art, dance, music, drama and design technology
- To enable children to grow up as healthy individuals who enjoy exercise and appreciate the importance of a healthy lifestyle
- To enable children to learn about their developing world, including how their environment and society has changed over time
- To give every child the opportunity to learn to play a musical instrument
- To enable children to learn about and gain respect for other cultures
- To provide the opportunity for every child to learn the basics of a foreign language
- To encourage children to develop their own personal interests
- To enable children to understand Britain's cultural heritage and traditional British values

- To enable children to become effective citizens in British society and to understand ways in which they can make a positive impact in their community
- To fulfil the recommendations of the National Curriculum and the Leicestershire Agreed Syllabus for Religious Education

Curriculum

At Sileby Redlands, we utilise and adapt the Cornerstones Curriculum. Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the new 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our new curriculum will be delivered through Imaginative Learning Projects (ILPs) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our new curriculum will provide lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Cornerstones also provide a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

Children will progress through four distinct stages of learning in each ILP – Engage, Develop, Innovate and Express.

Engage

At the "Engage" stage, children:

- Gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school.
- Enjoy 'WOW' experiences.
- Get an exciting introduction to a topic or theme.
- Begin researching and setting enquiry questions.
- Get lots of opportunities to make observations.
- Develop spoken language skills.
- Take part in sensory activities.
- Have lots of fun to fully 'engage' with their new topic.

Develop

At the "Develop" stage, children:

- Improve their knowledge and understanding of the topic.
- Develop and practice their new skills.
- Compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum.
- Research their own questions and those set by others.

- Follow new pathways of enquiry based on their interests.
- Complete homework activities that support their learning.

Innovate

At the "Innovate" stage, children:

- apply skills, knowledge and understanding in real-life contexts.
- solve real or imagined problems using everything they've learnt.
- get inspired by imaginative and creative opportunities.
- revisit anything not fully grasped at the 'Develop' stage.

Express

At the "Express" stage, children:

- become the performers, experts and informers.
- share their achievements with parents, classmates and the community.
- evaluate finished products and processes.
- link what they have learnt to where they started.
- celebrate their achievements.

Big Ideas

We have big ideas within our curriculum and we map our progression of skills and knowledge under these big ideas:

Humankind: Understanding what it means to be human and how human behaviour has shaped the world.

Processes: Understanding the many dynamic and physical processes that shape the world.

Creativity: Understanding the creative process and how everyday and exceptional creativity can shape the world.

Investigation: Understanding the importance of investigation and how this has led to significant change in the world.

Materials: Understanding the properties of all matter, living and non-living.

Nature: Understanding the complexities of the plant and animal species that inhabit the world.

Place: Understanding the visual, cultural, social, and environmental aspects of places around the world.

Comparison: Understanding how and why things are the same or different.

Significance: Understanding why significant people, places, events and inventions matter and how they have shaped the world.

Change: Understanding why and how things have changed over time.

Redlands Curriculum Principles

Our curriculum will give children the opportunity to:

- experience the challenge and enjoyment of learning
- see clear links between different aspects of their learning
- develop a rich and deep subject knowledge
- explore the breadth and depth of the national curriculum
- develop new skills through a variety of interesting contexts
- learn within a coherent and progressive framework
- understand the purpose and value of their learning and see its relevance to their past, present and future
- develop and demonstrate their creativity

Spiritual, Social, Moral, Cultural and Fundamental British Values

Our curriculum will give our children the opportunity to:

Spiritual: Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences

Moral: Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views

Social: Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Democracy: Be part of a system where everyone plays an equal part

Rule of law: Learn that all people and institutions are subject to and accountable for their actions and behaviour

Individual liberty: Be free to express views or ideas

Tolerance and respect: To respect and tolerate the opinions or behaviour of others

Wellbeing

Our curriculum will give the children the opportunity to:

- develop self-esteem and confidence in their abilities
- learn how to respect themselves and others
- follow their own interests and be themselves
- reflect and think mindfully about their learning
- work in a range of groups and settings
- recognise that people are good at different things
- build respectful friendships

Pupil Voice

Our curriculum will give the children the opportunity to:

- make a positive contribution to the school and local community
- explore ways of becoming an active citizen
- say what they like and dislike about their learning
- take part in age-appropriate discussions
- take part in democratic activities across the curriculum
- make choices about things that are important to them
- express their opinions on a range of different topics and issues
- contribute to planning their own learning

Pedagogy

Our curriculum will be taught through a pedagogy that:

- excites, promotes and sustains children's interest
- promotes problem solving, creativity and communication
- enables and fosters children's natural curiosity
- offers all children a memorable experience at the start of every topic
- promotes innovation and entrepreneurialism
- enables children to reflect on and evaluate their learning

Enrichment

We will enrich our curriculum by:

- offering opportunities for children to learn outdoors
- providing on and off-site subject or topic related activities
- developing partnerships with external providers that extend children's opportunities for learning
- holding specialist curriculum days or weeks
- using quality resources in and out of the classroom
- welcoming parents and carers to take part in children's learning and experiences

Children with Special Needs

If a child has a special educational need, we will do our best to meet their individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher liaises with our SENDCo to assess their needs and to set up provision as needed. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the usual class organisation. If a child's need are more severe, we may consider referring the child for a Statutory Assessment, which can lead to the Local Authority issuing an Education, Health and Care Plan. We provide additional resources and support for children with special needs applicable to each child.

Celebration of Excellence and Effort

We celebrate our children's successes through stickers, postcards home, Celebration Certificates, Golden Book Certificates, House Points and an opportunity to be represented at

the DSAT Awards night. DSAT organises an annual awards event to celebrate children's and adult's contributions and efforts. All schools may nominate children and adults for each category. The Trust selects three candidates in each category to attend this prestigious annual awards ceremony.

Curriculum Leadership

At Redlands, we distribute the leadership of specific areas of the curriculum with different teachers. The role of each curriculum subject leader is to:

- Provide strategic leadership and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject

It is the role of each curriculum subject leader to keep up to date with developments in their area, at both national and local level. They review the way their area is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into their areas of expertise.

Monitoring of the Curriculum

The Headteacher alongside the Senior Leadership Team (SLT) is responsible for the day to day organisation of the curriculum. The Headteacher and SLT monitors the curriculum through planning, classroom observation, learning walks, book looks and liaising with the Curriculum Subject Leaders.

Subject leaders 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. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

Evaluation of the Curriculum

The Head Teacher and teaching staff share evaluations of curriculum areas/ subjects during staff meetings. Phase Leaders share evaluations of teaching and learning across their team during phase meetings. Advisory Board Members share evaluations during Central Advisory Board Meetings

If evaluation results in issues being raised these are reviewed and then acted upon.

This policy was drawn up after consultation between the school and Advisory Board.