



# Curriculum Policy

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| Approved by:        | Full Governing Body | Date: 01.12.2023 |
| Last reviewed on:   | November 2024       |                  |
| Next review due by: | November 2027       |                  |



**Curriculum Intent:**

**What is the vision and rationale behind our curriculum design?**

At Radford Semele C of E Primary School, we foster a love of learning, make lasting memories and take pride in achieving educational excellence. Through an exciting, engaging and stimulating curriculum, our children become confident, resilient learners who are active members of the community and care for other people and the world around them. Over time, our curriculum has developed and evolved but remains underpinned by our vision of **'A family of learner's expecting the best'** and Bible verse **'May we have life to the full'**.

At Radford Semele, we focus on supporting children to become kind, generous and responsible members of society by placing our school values at the heart of all we do and ensure these values are woven through our curriculum. The children and staff of our school have worked together to create a list of values which we believe are an integral part of our curriculum and essential for children to leave our school as confident and happy citizens. Our six school values are:

- Respect
- Creativity
- Perseverance
- Forgiveness
- Responsibility
- Generosity

Our curriculum meets the requirements of the 2014 National Curriculum and is designed to be exciting, challenging and relevant and reflect the needs of our school and its community to enable our children to flourish both now and in their future. Through a positive, inclusive and nurturing environment, we provide the opportunity for every child to reach their full potential.

Through engaging, cross-curricular themes, we have created links between subjects to ensure an engaging and relevant context within which to learn and ignite sparks of curiosity. Children leave our school with the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. Our curriculum includes not only the formal requirements of the National Curriculum, but also a range of extra-curricular activities to enrich the experiences of the children at Radford Semele C of E Primary School.

During their time at Radford Semele, children will:

- Become active, determined and resilient learners who make links in their learning through a themed approach to the curriculum.
- Engage in a wide and varied range of subjects and curriculum themes which will prepare them with the knowledge and skills to become considerate, responsible and well-rounded global citizens who value diversity and individuality.
- Strive to achieve their very best, persevering when they experience difficulty and celebrate mistakes as learning opportunities.
- Play an active role in community and charity projects, including those linked to St Nicholas Church, to develop their sense of responsibility to other people and the environment and understand their place in the local, national and global community.



- Take part in a number of educational visits, including residential visits in Year 4 and Year 6, to enhance their learning, gain first-hand experiences and learn outside of the classroom.
- Regularly share and celebrate their learning with parents and carers, who are a key part of our 'family of learners expecting the best.'
- Have opportunities to participate in a wide variety of extra-curricular clubs and events, including representing their school in sport, the arts and music.
- Know that their voice will be heard and take an active part in school improvement through opportunities to join the Student Leadership Team.

When designing our curriculum, we have ensured we take into account government updates, reviews and high quality continued professional development. Learning at Radford Semele, is underpinned by the following principles:

- Learning is a change in the long-term memory. If nothing has changed in the long-term memory, then nothing has been learnt.
- Learning is all about knowing and remembering more.
- Learning is most effective with spaced learning. Repetition and 'overlearning' helps children master new concepts.
- Making links between learning helps children learn as knowledge is organised in the brain into schemas of learning. By making links between these schemas, helps children master learning.

This policy also reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

### **Curriculum Implementation:**

#### **How is our curriculum organised and delivered?**

Alongside our Curriculum Lead, our Subject Leaders have carefully planned and sequenced our curriculum to ensure learning is progressive and children build upon prior knowledge in order to know and remember more. For more information about how each subject is taught at Radford Semele, please visit our curriculum webpage:

<https://www.radfordsemeleprimaryschool.co.uk/curriculum-1/>

### **Early Years**

#### **Our EYFS Curriculum:**

- is at the heart of our learning journey approach
- is distinctive, innovative and strategically planned with the individual pupil in mind
- is reviewed in the light of national developments, new thinking and research and development
- introduces challenging, engaging and real life problems



- strives to encourage and develop a love of learning
- allows learning to happen within a child centred approach
- ensures resources and apparatus are available to support learning at every stage of development
- ensures resources and apparatus are available to support learning in every area of the EYFS curriculum
- includes fundamental British values to teach children a sense of self and belonging, enabling them to learn and stay true to the values that make people good human beings
- ensures that children learn to live together peacefully, with each of them playing a valuable role in the multicultural world in which they live

### **Planning:**

In Reception, planning is based on children's interests, seasonal celebrations and loose themes. We ensure that there is a balance of planned adult led activities and child initiated play activities. Planning is changed and tailored regularly ensuring all teaching and learning is relevant and challenging for each child.

At specific times in the day the children will take part in an activity that is teacher led. Whole class daily literacy, phonics and maths/counting experiences are taught. Children also work in small adult led groups to complete a literacy and maths task each week. The tasks are often open ended and are differentiated through questioning, expectations and the practitioner's knowledge of the child and the curriculum.

During child initiated activities the adults' role is to show an interest in the children's ideas, build conversation, model sentence structure, introduce new vocabulary, facilitate and share ideas and model different skills. Such interaction with the children is essential as this helps to build the children's understanding and therefore guides new learning. This is then re-fed back into the planning in order to ensure that the topics being covered reflect the children's fascinations currently within the class. By being fluid in this way current topics can be readily introduced and adapted. This allows for spontaneity within our Foundation Stage and allows for unexpected occurrences, such as a butterfly in class, birthdays, new siblings, a windy day, the window cleaner etc to become an integral part of our learning.

### **The Early Years environment and the importance of play:**

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems." Statutory framework for the EYFS 2021

Play is very much valued, we understand children learn best from activities and experiences that they have initiated as this often evolves into deep engagement and sustained learning. We always use both the indoor and the outdoor classroom as this provides activities on different scales and acknowledges that children have different needs and learning styles. We carefully plan our environment, ensuring it provides opportunities across all seven areas of the curriculum and reflects the interests of the children. We also make sure that children have the opportunity to extend and practise the skills that they have learned through direct teaching.

Play provides opportunities to develop children's communication skills, listening and responding to others appropriately. Adults support this by modelling speech, echoing and extending children explore



and develop learning experiences, helping them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules.

For more information about our Early Years curriculum, please visit our Early Years webpage where you will also find our Early Years Policy: <https://www.radfordsemeleprimaryschool.co.uk/eyfs/>

### **Inclusion and interventions**

At Radford Semele C of E Primary School, we are committed to ensuring equality of education and opportunity for all pupils through our curriculum delivery. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND and pupils with English as an additional language (EAL).

We work hard to develop a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. Our Year 6 theme 'Our Changing World' provides our oldest pupils with the ideal opportunity to explore this further and see how our values have been lived out by others and how they can continue making a positive impact upon others. At Radford Semele C of E Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

We do this through our curriculum by:

- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
- Encouraging everyone in our school community to have a positive self-image and high self-esteem
- Having high expectations for everyone involved with the whole school community
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly
- Monitoring and reviewing all the above to secure continuous improvement in all we do

At Radford Semele C of E Primary School, all class teachers, with support from the SENCo, are responsible for providing a curriculum that is suitable for all pupils in the class, including those with Special Educational Needs or Disabilities (SEND). We have high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and SEND Code of Practice: 0-25. Additional information on this can be found in our [Special Education Needs Information Report](#).

We aim to deliver quality first teaching to ensure all children make good progress. Any individuals and groups who are not making sufficient progress are identified through our provision maps and interventions may be planned, delivered and monitored to encourage children to make rapid progress. Pupil progress meetings take place regularly to discuss pupil progress, any barriers to learning and evaluate current interventions and further actions required.



Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

### **Curriculum Enrichment**

At Radford, our curriculum is enhanced and enriched through a number of exciting and engaging opportunities to ensure our children live life 'to the full' led by our bible quote and school vision. This includes:

- Weekly 'Masterclass' sessions led by teachers who are passionate about their subjects.
- Learning outside using our beautiful school and local area for research, stimulus and inspiration.
- Taking children on educational visits outside of our local area to support their studies.
- Residential visit to an outdoor education centre to develop children's personal skills and enrich our values education.
- Residential visit to our capital city to increase children's cultural experiences.
- Encouraging a range of visits from local community members, speakers, artists and performers to share their expertise and interest with the pupils.
- Developing links with local community groups and local schools.
- Providing opportunities for children to take part in performances and productions in front of audiences.
- Providing opportunities to take part in competitions and sporting events.

### **Extra-curricular activities**

At Radford, we offer a range of extra-curricular activities to develop pupils' learning outside of the classroom.

We aim to offer a range of extra-curricular activities tailored to our pupils' interests and take regular feedback from children and parents. In recent years, we have offered activities such as Arts and Crafts Club, Street Dance, Football Coaching, Science Club, Multi-Sports, Gardening Club and much more.

Our Student Leadership Team also offer a variety of activities during the school day such as our Sports Leaders leading activities for our younger pupils and our Wellbeing Ambassadors running a lunch time Wellbeing Club.

### **Social, Moral, Spiritual and Cultural Development (SMSC)**

We strive to create a learning environment that promotes our pupils' Spiritual, Moral, Social and cultural development (SMSC). Equipping our pupils with the knowledge, skills, attitudes and values they will need to be healthy and respectful citizens and to succeed in their future lives.

Opportunities are provided throughout our curriculum, as well as assemblies and extracurricular activities:

- We encourage our pupils to be reflective through pupil voice.





- Develop opinions and points of view through class discussions.
- Celebrate achievements at home and school through weekly Celebration of Achievement assemblies.
- Encourage children to reflect on their own behaviour
- Celebrate showing our school values by collecting tokens
- Through collective worship

Please see our Spirituality Policy for more details about how we encourage children to flourish spiritually.

### **British values**

Radford Semele C of E Primary School is committed to serving our community and surrounding area. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore the community we serve. We understand our vital role in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

As a Church of England School, we ensure we live out our theologically rooted Christian vision of 'a family of learners expecting the best'. We have a Christian character but welcome admissions from all those entitled to an education under British Law, including pupils of all faiths or none, in line with the Church of England's Vision for Education. We promote equal opportunities and guarantee that there will be no discrimination at our school against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status or similar.

The Government requires schools to ensure that key 'British Values' are taught. The Government sets out its definition of British Values in the 'Prevent Strategy':

- Democracy
- The rule of the law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

At Radford Semele C of E Primary School, children will encounter these principles throughout everyday school life through our promotion of spiritual, moral, social and cultural understanding and our Christian 'Values for Life.'

For more information on examples of how each value is recognised and woven through our curriculum at Radford Semele, please visit our British Values webpage :

<https://www.radfordsemeleprimaryschool.co.uk/british-values/>



### **Curriculum Impact:**

#### **How is our curriculum monitored and reviewed and how is children's progress assessed?**

At Radford Semele C of E Primary School, we live out our theologically rooted Christian vision by always monitoring, adapting and evolving our curriculum to ensure we are providing our children with the best education.

### **Roles and responsibilities**

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

### **Monitoring**

Governors monitor whether the school teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Learning walks





- Link governor to subject areas
- Governor meetings

Our subject leaders provide a strategic lead and direction for each subject. They plan, monitor and evaluate the way their subject is taught throughout the school to plan improvement by carrying out:

- Learning walks
- Monitoring planning
- Pupil progress
- Team teaching
- Book Scrutiny
- Pupil voice
- Providing CPD/ Staff updates
- Updating resources

The impact of our curriculum is overseen and monitored by our Curriculum Lead who ensures that our curriculum is providing the best opportunities for our children and ensuring they are making good progress.

### **Assessment**

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback (not every piece of work is marked in depth). Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment to discuss their child's progress.

For further information about assessment, recording and reporting please see our assessment policy and feedback and marking policy.