



## Rockwell Green Church of England Primary School

# Curriculum Policy

Status:	NON-STATUTORY
Responsible person:	Curriculum Leader
Responsible Governor:	David Duthie
Ratified by the Head Teacher:	January 2024
Review Period:	Biennially
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**Rockwell Green Primary School Curriculum Policy**  
**Vision, Values and Aims**



**Our Intent**

**“Sharing life in all its fullness.”**

At Rockwell Green Primary School the curriculum and school values provide the foundation for all that we do. Our curriculum is purposeful and relevant to our children and their lives. Our aim is to engage our children in enjoyable learning experiences which will enable them to develop the skills they need to succeed in a rapidly changing world. We hope to instil in them a lifelong love of learning and **curiosity** which will motivate them to flourish. We aim to ensure that all pupils achieve their full potential in a caring and supportive environment.

The curriculum at Rockwell Green Primary School provides a broad, balanced and enriched education, and has strong and intentional cross-curricular links to aid memory and retention of the content. We place a high importance on English and **communication** (including reading, writing and speaking and listening), mathematics and an understanding of the wider world and our local community. We want our children to be confident, capable, hard-working and **determined** people, who possess a sense of personal duty and an understanding of the Christian ethos and values which will enable them to make the best contribution possible to the community in which they live.

**Our School Values**

Rockwell Green’s Christian Values are at the heart of the curriculum and are taught and referred to explicitly through Collective Worship and celebration assemblies.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Respect	Service	Friendship	Compassion	Justice	Trust

**Our School Learning Behaviours**

Rockwell Green’s learning behaviours of **Determination, Communication and Curiosity** are at the heart of our learning approach to help children become successful learners. As part of the process, the children created and voted for the character to represent the behaviours we aspire to in school. Through these behaviours we aim to help the children develop a growth mindset so that they can develop resilience and are not afraid to make mistakes. We want to support the children to **reflect** on their learning and understand **how** they learn best and can be successful. We talk with the children about being in the challenge zone and how this might feel when learning is difficult.

**Determination**

**Dog**



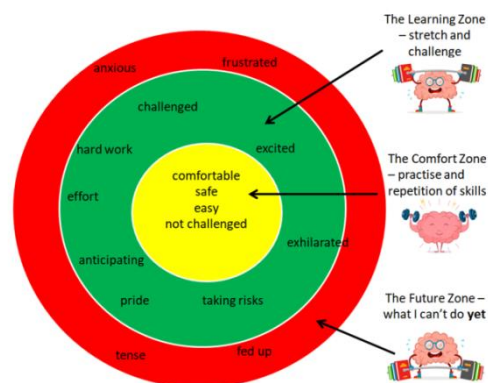
**Communication**

**Chimp**



**Curiosity**

**Otter**



We encourage the children to use ‘3 Before Me’ in class as a strategy to develop greater independence in their learning.

## Curriculum Intent and Implementation

Please see individual subject policies which give greater detail and clarity for each subject. Below sets out a summary of our curriculum intent and how we implement this in our school.

Health, Wellbeing and Learning	
Intent	Implementation
<p>Pupils are respectful and decent citizens within both the local and wider community</p> <p>Pupils are well developed spiritually, morally, socially and culturally</p>	<p>Rockwell Green’s Vision ‘Sharing life in all its fullness’ and its Christian Values are at the heart of the curriculum each day and are taught and referred to explicitly through the whole school and Collective Worship. Through these the children develop an understanding of the British Values of democracy, the rule of law, individual liberty, tolerance and respect.</p> <p>Daily Collective Worship gives the children the opportunity to be reflective about their own beliefs and perspective on life as well as develop a greater knowledge and understanding of others within our local community to the world wide community.</p> <p>The school is affiliated to the Royal British Legion (Logo) and visit the local cemetery each month to pay respect.</p> <p>The school is closely linked to the Archie Project (local charity for Dementia) with the Year 4 class visiting a local care home and completing learning about Dementia.</p> <p>The school is closely linked to the local churches and members lead Collective Worship.</p> <p>The school enables an understanding of the Christian faith and other faiths across the world through Collective Worship, RE and experiences linked to the Christian calendar e.g. Harvest Experience at All Saints Church. The school Chaplain supports in these experiences and regularly visits school to support the teaching of the school values and understanding of the Bible.</p> <p>The school follows the Somerset Awareness, Mystery and Values RE syllabus and then uses ‘Understanding Christianity’ to supplement this.</p> <p>The school engages and supports many charities as a way for children to contribute positively to society but focuses on supporting the local charity ‘Reminiscence learning’ as they deliver and support the Archie project which is followed in school to support children with understanding dementia.</p> <p>A composer of the month is shared with the children each month to broaden their cultural and musical knowledge.</p> <p>Meaningful praise and recognition is given through a consistent and positive Behaviours for Learning Policy.</p> <p>Anti-Bullying week is marked in school.</p> <p>SCARF curriculum is used to deliver the RSHE curriculum.</p> <p>ELSA provision is made for those children needing additional emotional support.</p> <p>Litter picking teams from each year group keep the school grounds tidy.</p> <p>Pupil Voice is valued through the roles and responsibilities across the school</p> <ul style="list-style-type: none"> <li>- Pupil Task Force (Enhancing the Curriculum)</li> <li>- Head Boy and Girl and their Deputies (Lead of the Pupil Task Force)</li> <li>- Values Ambassadors (Planning Collective Worship and leading charity work)</li> <li>- House Captains (Behaviours for Learning)</li> </ul>

	<ul style="list-style-type: none"> <li>- Eco Club &amp; Eco Warriors (Enhancing the environmental aspects of the school)</li> <li>- Playground Leaders (Enhancing the Curriculum and Behaviour for Learning)</li> <li>- E-safety cadets (IT)</li> <li>- Singing Leaders</li> </ul> <p>Pupil voice is also collected in each class at the end of each half-term regarding their learning.</p>
<p>Pupils are aware of how to stay safe within and out of school</p>	<p>Safeguarding is discussed in Collective Worship at the beginning of the year and safety aspects are regularly referenced in school assemblies throughout the year. Display in the school hall is a reference that is used to repeat the safety measure so that children have a greater understanding of safeguarding.</p> <p>Health and Safety discussed in assemblies through the academic year e.g. Firework safety, cycling to school, crossing roads</p> <p>E-safety lessons every half-term and whole school assemblies.</p> <p>SCARF curriculum supports information on how to stay safe in different situations.</p> <p>Road Safety is repeated each time the children leave the school site when walking in the local area for experiences and trips.</p> <p>Bikeability for Year 5 and 6 to encourage safety on the roads.</p>
<p>Pupils are aware of how to lead a healthy lifestyle</p>	<p>Children have two sessions of PE each week following the REAL PE approach that focuses on Agility, Balance and Co-ordination. Children wear PE kits for the day to ensure PE time is maximised.</p> <p>Year 3, 5 and 6 attend swimming sessions at different points of the year.</p> <p>Health Week is planned in May and coincides with Sports Day.</p> <p>Whole school assemblies are planned to discuss: What makes a healthy diet? What is in a healthy lunchbox? Drinking water – hydration.</p> <p>SCARF curriculum is used to deliver the RSHE curriculum. This covers a range of related content.</p> <p>The Science Curriculum also supplements children’s understanding of how to be healthy.</p> <p>A range of extra-curricular clubs from choir to a range of sports/physical activity is offered to children.</p>
<p>Pupils to be successful and independent (think for themselves) and collaborative learners with an understanding of how they learn and therefore challenge themselves accordingly.</p>	<p>The school has three learning behaviours (Determination, Curiosity and Communication). These are explicitly taught with clear definitions of what they mean. The shared language is used across the school and celebrated through Celebration Assemblies on Fridays.</p> <p>A photograph/piece of learning is shared to demonstrate high quality presentation and the child receives either a Rockwell Green pencil or pen.</p> <p>Children have a growing understanding of what a good learner with a Growth Mindset looks like and the associated language phrases that link to this.</p> <p>Use ‘3 Before Me’ to scaffold how pupils are able to support themselves without adult intervention.</p>

	<p>Where possible, children are given choice of how to present their learning to show their understanding.</p> <p>Praise is meaningful and linked to the learning values, for example, their determination, the manner in which they are communicating, their choice of strategy. Teachers do not praise easy answers and push for more depth e.g. Tell me more? For what reason do you think that?</p> <p>Children are encouraged to reflect on their learning and the learning process (metacognition). Feedback is focused on learning and occurs throughout the learning process and through each session (mini plenaries and end of lesson). Children are asked questions such as to enhance their ownership and responsibility in the process. What are you learning? / What are you trying to achieve? What progress have you made? (What skills have you used/learnt?) How can you improve? (What learning attitudes and strategies helped you to be successful?)</p> <p>Where applicable, children respond to feedback with their purple polishing pen and children who achieved the objectives have an extension task.</p>
<p>Pupils to be inspired, show curiosity and have a passion to learn</p>	<p>Rockwell Green’s vision, Christian values and learning behaviours are at the heart of the curriculum each day and are taught and referred to explicitly.</p> <p>Hook starters are used at the beginning of each theme of learning to excite and engage.</p> <p>A range of experiences are planned for each topic – this can include school trips and visitors in to school. This can also include the use of ICT across the curriculum. Class Floor Books are used to capture these learning experiences.</p> <p>The learning has a purpose with an audience or product at the end.</p> <p>Teachers have a freedom to move subjects around within the curriculum map whilst still maintaining coverage of the National Curriculum objectives.</p> <p>Teachers have a freedom to block learning to ensure the best learning experience and standards are gained. Themes do not have a fixed length – they may be 3 weeks or one term but are generally half-termly.</p> <p>A Preview Learning approach will also be used where children are asked to investigate and research before a theme starts. This links to the questions being created before the end of the previous half-term.</p> <p>Pupils’ Home Learning revises key skills of reading, spellings and maths.</p> <p>The optional Home Learning grid allows the children to show their knowledge and interest with a range of different activities.</p> <p>Partnership with parents through strong relationships between leaders and teachers by being high profile and approachable. Tapestry, Class Dojo, the school website and a weekly newsletter are then used for communication.</p>
<p>Pupils to have access to a broad and balanced curriculum where there is rich and</p>	<p>In EYFS and KS1 the curriculum is carefully planned so that subjects are linked and learning is strengthened across the topic being studied.</p>

<p>varied contexts and experiences for pupils to acquire, develop and apply a broad and deep range of knowledge, skills and understanding.</p>	<p>In KS2 the curriculum is mapped out with history, geography and science across KS2 being the main drivers ensuring pupils have experience of the wider culture and the awe and wonder from across the world, both currently and in the past.</p> <p>Experiences across the curriculum are fundamental to the knowledge and skills gained.</p> <p>Vocabulary is at the heart of the knowledge development.</p> <p>Knowledge progression ladders linked to the National Curriculum are used. They are sequenced so that new knowledge builds on what has been taught before.</p> <p>Learning is connected across subjects, where appropriate, rather than being taught in isolation to deepen learning. The children are given opportunities to practise, embed and retrieve the knowledge so that it sticks in their long term memory.</p> <p>Assessment for Learning is at the heart of the curriculum rather than excessive testing.</p> <p>There are three main data collection points each academic year that are then used to inform clear actions.</p> <p>Learning across the curriculum is well differentiated to meet the needs of all pupils.</p> <p>Classrooms are literacy rich with books to support the topics and themes taught.</p> <p>Pupils in Yr1-6 have a Forest School session either for a morning or afternoon once a week in one of the half-terms of the school year. The teacher is present so the learning can be linked across the curriculum. EYFS are able to use the school site throughout the year and can incorporate Forest School sessions into their curriculum where appropriate.</p> <p>Residential trip in Year 6 and various trips and visitors planned throughout the year to support the learning of topics.</p>
	<b>Developing Language and Communication</b>
<b>Intent</b>	<b>Implementation</b>
<p>Pupils to have a rich and varied vocabulary</p> <p>Pupils have a depth to their learning</p>	<p>Language and communication forms the bedrock of all learning across the curriculum. Pupils take part in real experiences in order to acquire, develop and use new vocabulary through activities such as drama &amp; re-enactment, hands on learning within the classroom, using the school outdoor environment &amp; the environment just outside the school gates, forest school, etc. This also includes Hook starters and each topic having a purpose and an audience.</p> <p>This then makes outcomes engaging and/or purposeful.</p> <p>Experiences are recorded in the Class Floor Book – Vocabulary that has been shared and discussed is recorded</p> <p>High Quality Continuous Provision and Enhanced Provision across EYFS both indoors and outdoors. Adults interact with children focusing on developing language by:</p> <ol style="list-style-type: none"> <li>1) Help children to expand on what they say by introducing additional vocabulary and language structures</li> <li>2) Comment on what is happening during activities rather than low level questioning children. When questioning consider the answer you are looking for and if the children have the language to respond.</li> <li>3) Use talk to describe what children are doing by providing a running commentary alongside activities.</li> </ol> <p>Adults across the school encourage children to use the correct vocabulary and grammar. Depending on the age/speaking and listening ability of the child, an adult may ask them</p>

	<p>to phrase something in a better way, or the adult may state the correct vocabulary and grammar when they hear a child use the language incorrectly. Children do not always need to repeat this back.</p> <p>The Wellcom Trust Toolkit is used in Rockets to identify speech and language needs and to narrow the gap for learners.</p> <p>Language Link intervention is used in Reception and across the school to narrow the gap for learners.</p> <p>The BPVS assessment is completed with all children in Reception in Autumn 1</p> <p>Rockwell Green C of E Primary school is a Voice 21 school and has a separate Oracy policy outlining the approaches that it uses. These approaches focus on full engagement of learners teaches them how to develop their discussion skills.</p> <p>Vocabulary and sentence stems are planned across the curriculum (Maths, History, Geography and Science etc.) and are explicitly taught and shared at the beginning of sessions and then referred to where appropriate. This vocabulary will be displayed in the classroom where applicable.</p>
<p>All pupils to be able to be able to decode fluently</p> <p>Pupils to read for meaning</p>	<p>Clear, coherent and consistent phonic approach using the RWI phonic materials is delivered across the school.</p> <p>Early Identification of pupils who are below the expected standard and RWI 1:1 keep up interventions are put in place swiftly.</p> <p>Structured Reading Programme across the school that links to RWI phonics before moving to Accelerated Reader.</p> <p>High quality fiction and non-fiction texts from decodable phonic books to classic fiction and age-appropriate non-fiction texts to engage readers.</p> <p>High quality thirty minute 'Shared Reading' sessions delivered in Year 3-6 (2/3 lessons a week) and from Year 2 when appropriate that focus on the development of knowledge and skills such as retrieval and inference.</p> <p>A high quality reading spine is created across the school. English units of learning are based around one core text where immersion into the text is fundamental.</p> <p>Class teachers read aloud for pleasure to their class for at least 15 minutes a day and each class has an author of the half-term. All classes take part in a weekly book buzz to encourage a school community of texts in common and reading for pleasure.</p> <p>Partnership with parent/carers where they are able to support their child/ren by using the structured home learning approach and the use of the Accelerated Reader home link where they can view and understand the progress their child is making. The Diagnostic Profile from the Star Reading test is also sent home termly.</p>
<p>Pupils to enjoy writing and demonstrate an understanding of the different writing types and range of appropriate SPAG skills</p>	<p>EYFS children develop fine and gross motor skills by the provision on offer.</p> <p>The Pegs to Paper approach is used in EYFS as an intervention to develop the fine motor skills and tripod pencil grip needed for writing.</p> <p>The RWI handwriting approach is taught across Reception and KS1 daily. KS2 practise when needed and this is often linked to spellings.</p> <p>A clear and sequential writing sequence is used across the school</p> <p>This focuses on depth of learning through experience and use of language.</p>

	<p>A balance of the fiction genres is taught and each year group ensures they cover the appropriate genres specified in the national curriculum</p> <p>A balance of the non-fiction texts taught are: persuasion, recount, non-chronological report, instructions, explanation, discussion, biography, journalism and letter.</p> <p>Writing has a purpose and audience which links to the experience led curriculum.</p> <p>Spelling is taught through the RWI phonic approach in KS1 and then through the use of Spelling Shed in KS2.</p>
<p>Pupils to have good speaking and listening and reasoning and inference skills (Communication behaviour)</p>	<p>Communication is valued highly across the curriculum and is explicitly taught and modelled by all staff.</p> <p>A variety of groupings are used to support an engagement approach, where all pupils are expected to take part and voice their thoughts and / or respond to others, this could be as part of a whole class, with a working partner or in a trio for example.</p> <p>The school is a Voice 21 school and has a specific oracy policy outlining our approach to develop speaking and listening skills.</p> <p>Inference skills and questioning taught explicitly in shared reading sessions.</p> <p>A dialogue approach is used including collaboration with others where pupils have to justify their view points. This will be done through approaches such as: roles within groups, ranking activities, Odd One Out, Convince me, Do you think ..? For what reason? These opportunities occur across the curriculum.</p> <p>Modelling of language stems for responses and discussion are used and referenced.</p> <p>Agreed use of silent signals used across the school.</p> <p>6 different types of problems are taught to children in maths (word problems, visualisation, logic, possible combinations, sequence and rules and missing numbers/operations).</p>
	<p>Developing Mathematical skills</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>
<p>Pupils to have secure mathematical skills</p>	<p>Teachers plan using the NCETM materials (Curriculum Prioritisation in Primary Maths and Ready to Progress). This is then supported using the following resources: NCETM Mastery Professional Development Materials, White Rose materials, NRICH, Primary Stars and I See Reasoning.</p> <p>The CPA (Contextual, Pictorial, Abstract) approach is used to enable pupils to have a secure understanding.</p> <p>In lessons all pupils are given the opportunity to reason and problem solve, either independently, with a partner or in groups or through modelling by the teacher.</p> <p>Maths vocabulary is shared at the beginning of sessions</p> <p>Additional daily fluency sessions are delivered across the school from Yr1-6. In KS1 'Number Sense' is used to deliver this. It is also used in Yr3 if appropriate.</p> <p>Numbots and Times Table Rock Stars are used to support the learning of number facts and these are used both in school and at home.</p>

	A Times Table challenge structure is used from Yr2-6 and children take the challenge once a week. Once they have completed the Challenge 22 they complete a range of further challenges.
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### **The Impact of our Curriculum**

At Rockwell Green C of E Primary School, pupils are supported to develop interests, knowledge and understanding across all curriculum subjects.

We strive to ensure that our children leave Rockwell Green C of E Primary School with a broad knowledge base. What we teach is taken from the National Curriculum. All of the National Curriculum objectives are covered cohesively using themes, cross-curricular links or discrete teaching. Wow events are used to enthuse students and generate excitement and focus for a particular subject. Educational visits and visitors coming into the school are key to a successful curriculum and to embed learning.

We teach our children subject specific skills to ensure that our children are learning how to become historians, geographers, scientists, musicians and artists of the future. Skills are used as a vehicle for developing subject knowledge. Maths and English skills are practised and reinforced whenever appropriate with a strong emphasis on reading and speaking and listening across the whole school. It is expected that pupils will move through the curriculum for each year group at roughly the same pace, however, some pupils may take longer to grasp particular concepts and skills. We value depth of knowledge over rapid progression through objectives

A member of staff has overall leadership for assessing the intent, implementation and impact of the whole curriculum that we offer. Individual subject leaders are responsible for the monitoring and evaluation of their own subject area. The information from the monitoring and evaluation then forms the areas for development for that curriculum subject. We use work and book scrutiny, pupil voice discussions, outcomes of assessments and observations on the quality of teaching and learning, as tools to help senior leaders assess the impact of the curriculum.

### **Assessment and Record Keeping**

At Rockwell Green C of E Primary School assessment is an integral part of the teaching process. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking and Feedback Policy. Assessment for Learning is at the heart of the curriculum rather than excessive testing. There are three main data collection points each academic year that are then used to inform clear actions linked to Reading, Writing, Speaking and Listening, SPaG and Maths.