



Rockwell Green Church of England Primary School

Curriculum Policy

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. 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.

Curriculum Intent and Implementation

Please see individual subject policies/statements 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
Pupils are respectful and decent citizens within both the local and wider community	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.
Pupils are well developed spiritually, morally, socially and culturally	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>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. 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>Rockwell Green is a 'No Outsiders' school and delivers content through both Collective Worship (a number of times through each half-term) and through a picture each half-term in each Year group.</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 Relationships and 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>Pupil Voice is valued through various roles and responsibilities across the school:</p> <ul style="list-style-type: none"> - Pupil Task Force - Head Boy and Girl and their Deputies (Lead of the Pupil Task Force) - Values Ambassadors - Wellbeing Champions - Reading Champions - House Captains - Eco Club & Eco Warriors - Playground Leaders - E-safety cadets - Singing Leaders <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, Road Safety, etc</p> <p>E-safety is built into the Computing curriculum and half-termly whole school assemblies are delivered</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 4, 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 are offered to the 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>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).</p> <p>Feedback is focused on learning and occurs throughout the learning process and through each session (mini plenaries and end of lesson).</p> <p>Children are asked questions such as to enhance their ownership and responsibility in the process.</p> <p>What are you learning? / What are you trying to achieve?</p>

	<p>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>Following the Rosenshine Principles, children are given the opportunity to review their learning and respond to feedback with their purple polishing pen.</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>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>A Preview Learning approach will also be used where children are asked to investigate and research before a theme starts as part of a pre-learning task (given at 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. 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 varied contexts and experiences for pupils to acquire substantive and disciplinary knowledge.</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. 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>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>Classrooms are literacy rich with books to support the topics and themes taught.</p> <p>Pupils 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.</p>

	Residential trip in Year 6 and various trips and visitors planned throughout the year to support the learning of topics.
	Developing Language and Communication
Intent	Implementation
<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 & re-enactment, hands on learning within the classroom, using the school outdoor environment & the environment just outside the school gates, forest school, etc.</p> <p>This then makes outcomes engaging and/or purposeful.</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"> 1) Help children to expand on what they say by introducing additional vocabulary and language structures 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. 3) Use talk to describe what children are doing by providing a running commentary alongside activities. <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 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 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. We encourage the children to think and talk like a historian, a scientist, etc</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 their own choice of book.</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 2-6 which follows the Christopher Such approach focusing on reading fluency as well as developing comprehension and understanding of text.</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.</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. The Pegs to Paper approach is used in EYFS both as part of continuous provision and 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. In Yr3 and 4 this is done three times a week and is often linked to spellings.</p> <p>A clear and sequential writing sequence is used across the school This focuses on depth of learning through experience and use of language. A balance of both fiction genres and non-fiction texts are taught and each year group ensures they cover the appropriate genres specified in the national curriculum. Each Year group follows the schools small step progression for sentence writing.</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>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>
	Developing Mathematical skills
Intent	Implementation
<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 in the Autumn term.</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> <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.</p>
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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. 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. 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 feedback will be guided by the school's 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 and Maths.