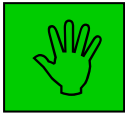


# RUSPER PRIMARY SCHOOL

## CURRICULUM POLICY

### Rationale

Our core values underpin the curriculum. Together we explore these values, identifying and teaching key skills that learners will need to demonstrate each value in practice.



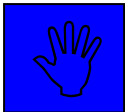
**Collaboration:** is being part of a team that works co-operatively in partnership



**Independence:** is the ability to make informed choices and decisions, and the confidence to judge the impact of these



**Individuality:** accepts unique and distinctive characteristics, allowing them to be nurtured and celebrated



**Creativity:** is the demonstration of imaginative, innovative and original thoughts or ideas



**Spirituality:** is a journey to discover a sense of purpose and identity, rooted in a set of values

The curriculum of our school is built on the foundations of our Core Values. It provides a structured programme of study that ensures continuity and progression throughout the school, promoting the development of essential skills for learning and life whilst meeting the requirements of the National Curriculum. Further details of this progression of skills and the behaviours that would demonstrate their acquisition can be found in our "Core Values - Key Skills" document.

We aim to prepare our children for the opportunities and challenges of the 21<sup>st</sup> century. We want successful learners, confident individuals and responsible citizens. It is a balanced curriculum for all pupils, whilst recognising and meeting the needs of the individual.

We enjoy a creative approach to learning, and provide opportunities for children to learn in a variety of ways through their Learning Adventures, including visits and visitors, learning with children from other classes and involvement in whole school projects. Our curriculum is responsive to the needs of the children in our community and encourages high expectations and aspirations. It provides opportunities for discovery and achievement.

In line with the West Sussex Education and Schools' Policy (2010)- We are clear that the vision for learning in West Sussex is that all children and young people in the County, no matter what their circumstances, will experience a learning journey which:

- ⇒ helps them to stay safe and be healthy;
- ⇒ is personal to them;
- ⇒ is stimulating and enjoyable;
- ⇒ helps them to achieve beyond their expectations;
- ⇒ has a clear sense of purpose and direction;
- ⇒ supports them to move smoothly from one phase
- ⇒ to the next;
- ⇒ equips them with knowledge, skills, values and attitudes to deal with life's opportunities, challenges and changes; and
- ⇒ helps them to make a positive contribution to society.

We follow "Letters and Sounds" as our framework for teaching phonics (supported in the earlier stages by *Jolly Phonics*).

**Religious education** is a statutory subject with a non-statutory programme of learning in the primary curriculum. The Education Act 1996 + 2002 and the School Standards and Framework Act 1998 require schools to offer religious education to all children, unless their parents withdraw them from the provision. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops children's knowledge and understanding of the nature of religion and belief including Christianity, principal religions, other religious traditions and world views. We follow the West Sussex Agreed Syllabus for RE.

## **Organisation**

There are one or two Learning Adventures each term, not necessarily of equal length. Each Learning Adventure focuses on two core values in particular, but with reference to the other values as well. A rationale is written to make explicit the purpose of the adventure, and a hook and outcome are highlighted. Key skills are identified and we explore the implications for teaching in order to ensure these skills are developed. An example of this planning document is included as an appendix to this policy.

The Learning Adventures are planned across a two year period to ensure breadth and balance across the primary curriculum and are based around key experiences we wish our children to have. Appropriate reference is made to the EYFS guidance, National Curriculum and to Excellence and Enjoyment.

In general, teachers spend time with smaller groups and individuals rather than engaging in whole class teaching, thereby promoting independent learning alongside adult-led learning. In addition, each class has two sessions timetabled for PE each week, plus another session for swimming for Y3-5 in the Spring Term. Music sessions are discrete, but linked to the Learning Adventure wherever possible. The RE curriculum is covered through links with Learning Adventures, and a celebration of festivals as appropriate through the year. French is taught in KS2.

Each day begins with a flexible start, with children arriving from 8.50 until 9.00 when the school day officially begins. From 8.50 until around 9.05, each class is engaged in self-selected activities. This is called Five Alive. These activities are closely linked to the core values, and are designed to develop key skills.

## **Planning Documents**

Teachers are required to provide planning documentation for each term, before teaching commences.

### **Medium Term Planning:**

In broad terms, the medium term planning identifies why and what teachers are teaching

#### **⇒ Learning Adventure Overview**

*Rationale/values/National Curriculum links & objectives*

#### **⇒ English**

*Talk for Writing cycle plan, Spelling or Phonics plan, Guided Reading including objectives, assessment opportunities and indication of activities*

⇒ **Maths**

*Week by week breakdown including objectives, assessment opportunities and indication of activities*

⇒ **Learning Adventure**

*Week by week breakdown including objectives, assessment opportunities and indication of activities*

⇒ **Other Medium Term Plans**

*eg PE, French, music, Five Alive*

⇒ **Timetable**

⇒ **Parent Sheet**

*To provide information to parents about the learning*

All planning relating to the first Autumn Learning Adventure is due on the INSET day in September, together with Learning Adventure overviews for the whole term. Remaining planning relating to subsequent Learning Adventure is due a week before teaching commences.

## **SHORT TERM PLANNING**

In broad terms, short term planning identifies how teachers will teach the Medium Term Plans. Short Term Plans should reference the objectives and success criteria and highlight any changes from those given in Medium Term Planning. Evaluated plans should be submitted by the Monday following the week's teaching. These can be electronic or hard copy.

**Appendix 1 - Long Term Plan**

**Gruffalo (Yr 1) and Unicorn (Yr 1+2) - Spring 2016      On the Go**

**Rationale:** The children will develop their independence and scientific skills by riding, playing with and making moving vehicles to investigate pulls and pushes. They will use a range of sources to learn about significant inventors and engineers and will use independence skills to make non-fiction pages about vehicles of their choice. Visits from emergency services personnel will encourage the children to be individuals and learn from the experiences of others to help them make the right choices.

**Hook:** Have a 'wheels day' - bring your scooter, toy car etc to school day!

**Outcome:** Visitor to talk about/show a vehicle

**Values learning**

**Independence**

I keep going even when things are tough - *I accept that sometimes things don't go the way I want, and that's OK.*

I know what I need to do to improve - *I need to do this bit again or differently because..."*

**Implications for teaching:**

- Implement effective classroom organisation, including resources and groupings
- Provide open-ended tasks in safe, secure environments
- Give permission and responsibility
- Use praise to promote confidence
- Create opportunities for varied responses and celebrate innovation
- Teach problem-solving skills and strategies to overcome weaknesses or hurdles
- Provide time for evaluation during a task, and create opportunities to act upon it

**Individuality**

I am brave enough to be different at times - *I can make up my own mind and voice it.*

I use what I've learned to make the right choice - *I've heard some other ideas, and this is how I'm going to do it.*

**Implications for teaching:**

- Provide opportunities for children to make choices about their learning
- Teach the process of decision making and its consequences
- Scaffold self-management of behaviour
- Allow children to respond to tasks in different ways
- Be individual

## Subject specific skills:

### Literacy

**Which skills will be part of your teaching and learning?** See Literacy MT planning for Learning Objectives.

**How are we going to teach them?**

- Creating a simple non-fiction page about a chosen vehicle
- Reading non-fiction texts about different vehicles
- Recount writing after visits from Fire Brigade/Police vehicles or personnel
- Science investigation evaluation writing
- Reading stories about vehicles e.g. Mrs. Armitage on Wheels, Mr. Gumpy's Motor Car, Magic Bicycle
- Road safety - instructions for crossing the road

### Design

**Which skills will be part of your teaching and learning?**

When designing and making, pupils should be taught to:

#### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

#### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

**How are we going to teach them?**

- Pushes and pulls investigations
- Ramp investigation
- Exploring moving toys and wheels on own scooters/bikes etc