



Radcliffe Hall

CE/Methodist Primary School

CURRICULUM POLICY

Let all that you do be done in love.



Love



Friendship



Compassion



Community



Trust



Forgiveness

Do all the good you can.....

Policy Review: <i>This policy will be reviewed on an annual basis.</i>	
Date of Issue: <i>January 2022</i>	Date of Last Review: <i>February 2023</i>
To be Reviewed: <i>February 2024</i>	

Signed:	Headteacher	Signed:	Chair of LAC
Date:	16.2.23	Date:	16.2.23

Radcliffe Hall CE Methodist Primary School Vision

Let all that you do be done in love, Corinthians 16:14

With love and guidance, children become curious, successful individuals who flourish in their community.

We provide a school culture ensuring children are ready to learn and support one another.

Our environment is rooted in our Christian values.

Children become respectful, purposeful, independent, responsible learners because they know they are loved.

Do all the good you can, John Wesley

1. Aims & Intent

Our curriculum at Radcliffe Hall CE Methodist Primary School is carefully designed and planned for breadth of learning:

Breadth of learning at RHPS is initially built on the prior learning of our diverse children by providing them with a range of quality encounters in and outside the classroom to inspire their curiosity and imagination. Our staff feel that it is our duty to expand and embed the knowledge and understanding of our pupils beyond the statutory guidance of the National Curriculum.

As such, we plan trips, experiences and wider opportunities whilst ensuring that everything undertaken has a meaningful local, national or international link. We support our children to apply their skills and knowledge in creative and meaningful ways; their literacy, mathematical, geographic, scientific, historical and artistic skills are developed through an engaging and holistic approach with opportunities to link ideas together. This ensures our children are successfully equipped to meet the challenges of the next stage of their education and lives.

To ensure our children are well-rounded and self-aware, we prepare them with spiritual, moral, social and cultural experiences by actively promoting our Christian and British values in order to foster pride in their school, family and the wider community and create an awareness of the role they have within each of these. We celebrate difference, share experiences, and encourage children to enquire and to learn from others. We have a purposeful, personalised 'Rainbow Award' that underpins our curriculum to promote love, friendship, compassion, community, trust and forgiveness.

Balance within the curriculum at Radcliffe Hall CE Methodist Primary School means all subjects are given equal weighting and that diversity in our school is celebrated.

At Radcliffe Hall, our curriculum is bespoke and continually evolving to meet the needs of all our children. We believe that every child is valued and should be provided with the opportunity to succeed and express their individual talents.

We nurture the mental and physical well-being of all our children and celebrate the diversity of our school community to ensure an authentic, positive and inclusive learning experience which promotes the tolerance and respect of all faiths, races and cultures.

We strive for excellence by providing a rich, stimulating delivery of the National Curriculum through quality encounters.

We aim to ensure all our children make positive, valued contributions to school life and the wider society in order to become confident, moral citizens with strong aspirations.

Our curriculum at Radcliffe Hall CE Methodist Primary School is carefully designed and planned for depth of learning:

Depth of learning and understanding at Radcliffe Hall Primary School means children applying, analysing and questioning their learning experiences to gain a deeper insight into all areas of the curriculum. To achieve this, we have designed and planned a memorable, innovative curriculum that covers essential content and focuses on building foundations for understanding through the use of first-rate learning experiences.

Our pupils thrive through active involvement in their personal learning journeys and embrace opportunities to enquire, research and take ownership of the content and learning encounters that they wish to undertake.

Our staff are committed to tailoring the curriculum, enabling the substantial progression of all individuals, and providing genuine, high-quality opportunities for enquiry through well-tuned planning which captivates enthusiasm, enriches learning and allows for repetition and practice. We aim to seamlessly develop a deeper, rigorous understanding of the skills and processes within all subjects by enabling the personal progression of all our pupils and staff.

Our curriculum is built on three core areas: knowledge, skills and vocabulary which ensures that children are sequentially building knowledge, revisiting and growing skills and developing a rich vocabulary that transfers across all areas of learning.

Legislation and Guidance

- This policy 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](#).
- In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the EYFS Framework 2021
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Roles and Responsibilities

The Local Academy Committee

The LAC will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The LAC 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

Headteacher

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 LAC
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The LAC is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The LAC 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

Implementation

The school's long term plan is matched to the national curriculum and linked to the school's core values and the local community in which they live. Core national curriculum objectives are delivered alongside an enquiry approach which makes each topic unique to the children in that class.

Inclusion

Teachers set high expectations for all pupils. They will 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 SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

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

Impact

A set of progression grids are in place to evaluate the knowledge and understanding gained by children against work in books and planning. This also allows teachers to finely tune the curriculum to the learning needs of the pupils when there are gaps in learning and across year groups throughout school.

Monitoring Arrangements

The LAC monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Meetings/feedback with the school council
- Subject leader meetings/ Subject Showcases

Subject leaders monitor the way their subject is taught throughout the school by: □

Planning scrutiny

- Learning walks
- Book scrutiny
- Teacher and pupil voice activities
- Curriculum forum meetings every half term

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment Policy

- English and Maths Policies
- SEN Policy and information report
- Equality information and objectives
- Homework
- PSHE and RSHE Policies