



CURRICULUM POLICY

Policy reviewed: September 2022 [KB]

Presented to Proprietors: September 2022

Updated: February 2023

To be reviewed: September 2023 [KB]

1. Introduction:

This Policy is applicable to all pupils, including those in the EYFS

Our school's curriculum includes all planned activities that we organise in order to promote learning, creativity and personal growth. It includes not only the formal requirements of our syllabus, but also our varied extra-curricular provision and our extensive programme of enrichment activities. We aim to deliver a stimulating, challenging curriculum which encourages a life-long love for learning, intellectual curiosity, critical thinking and a keen imagination.

2. Aims:

We aim to help enable our children to grow into positive, resilient and responsible people who can cooperate and collaborate productively with others. We strive to equip our pupils with the skills they need to become independent learners, critical thinkers, confident communicators and considerate, valuable members of the community.

The school aims to:

- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Enable children to gain knowledge, skills, understanding and qualities, and apply them in relevant situations.
- Support and encourage pupils' intellectual, creative, spiritual, moral, emotional, social and cultural development.
- Prepare children to contribute productively in society
- Support and encourage pupils' physical development and responsibility for their own health and well-being.
- Promote a positive attitude to learning and the development of 'Higher Order Thinking' skills
- Create and maintain an exciting and stimulating learning environment
- Ensure that each child's education has clear continuity and progression
- Provide a broad, balanced and relevant curriculum
- Recognise that parents play a crucial role in the education of their child and make every effort to encourage parental involvement in the education process

In delivering the curriculum we aim that all children should:

- Be positive, independent and well balanced
- Learn to be adaptable, resilient and have high self esteem
- Learn how to solve problems in a variety of situations.
- Be able to work alone and as members of a team
- Develop the ability to make reasoned judgements and choices
- Be enthusiastic and eager to put their best into all activities



- Act in accordance with Fundamental British Values; Equality, Diversity & Inclusion; and our Ruckleigh Values and Teamship Rules.

2. Legislation and Guidance:

The Ruckleigh School Curriculum has been developed over many years of effective and successful practice and is regularly reviewed to take account of current developments in the subject. We make reflective use of the National Curriculum 2014 in our planning, adapting it using professional judgement to meet the needs, rigorous standards and high expectations of our individual school, parents and pupils. Early Years Foundation Stage Statutory Framework 2021 underpins provision for our youngest pupils. Our school's curriculum content is also based on guidance from the Independent Schools Association (ISA), Independent Association of Preparatory Schools (IAPS) and Independent Schools Inspectorate (ISI). It is delivered with careful consideration of *Keeping Children Safe in Education (2022)*, *Working Together to Safeguard Children (2018)* updated July 1st 2022, *Special Educational Needs and Disabilities Code of Practice (2014)* and the *Equalities Act (2010)*.

3. Roles and Responsibilities:

The Role of the Headmaster

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

- All elements of the curriculum have aims and objectives which reflect the aims and objectives 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 appropriately balanced
- Manage requests to withdraw children from curriculum subjects
- Proper provision is in place for pupils with different abilities and needs, including children with SEND, EAL and/or are Most Able and Talented

Other Staff will ensure that the school curriculum is implemented in accordance with this policy. This will be monitored and supported also by the Deputy Head, Assistant Head EYFS Coordinator, Assistant Head Academic, Assistant Head Pastoral, SEND Coordinator, Assessment Coordinator, Subject Coordinators and Subject Specialist Teachers.

The Role of the Subject Coordinator

- Monitoring the quality of teaching and learning in their subject eg. through lesson observations and Pupil Voice sessions
- Supporting colleagues in the teaching of their subject
- Monitoring pupil progress and standards of the children's work eg. through book trawls, analysis of test results
- Being informed about recent subject developments eg through attending relevant CPD and disseminating information to staff
- Assisting in delivering relevant CPD training where appropriate
- Providing a strategic lead and direction for their subject in the school including Action Planning



- Promoting their subject throughout the school eg. through organising enrichment activities, displays etc.
- Planning, writing and keeping under annual review Policy documents relating to their subject
- Monitoring the implementation of policy documents
- Keeping and reviewing long-term plans
- Developing and revising medium-term plans in partnership with Year Group Teachers
- Developing the assessment, recording, reporting and monitoring arrangements for their subject
- Reviewing, ordering and managing resources

See our Subject Policies for more information on how individual subjects are taught.

The Use of Subject Specialist Teachers

Children benefit from a balance of lessons taught by their Class Teacher and Subject Specialist Teachers which increases slightly as children progress through the school. The subjects taught by Subject Specialists are Science, Computing, Music, Spanish, Speech & Drama and Physical Education. In Years 5 and 6 History is taught by our Headmaster, a History Specialist.

Expectations of Staff

Staff are expected to actively promote the curriculum aims by:

- Having high expectations of pupils
- Employing a variety of teaching and learning methods
- Ensuring that pupils are enabled to access the curriculum and given opportunities to be successful
- Delivering lessons which build on previous experience, providing continuity and progression
- Providing learning opportunities which offer depth and challenge and motivate and inspire children
- Involving children in the process of learning, by: discussing work, giving regular formative feedback through discussion, marking, target setting and encouraging children to evaluate their personal achievements
- Developing pupils' skills to become independent learners
- Encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment
- Working in partnership with children, staff and parents to achieve shared goals
- keeping parents regularly and fully informed about the progress and achievements of their children through reports and parents evenings

4. Organisation and Planning:

Our school offers a broad range of subjects, supporting and challenging the children in their learning, in preparation for the next stage of their education and beyond. The curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human, social, physical and creative education. In Lower, Middle and Upper School, this is delivered through the following discrete subject areas, but also making use of cross curricular links and some topic work where advantageous. Development of pupils' Social, Moral, Spiritual and Cultural understanding and the promotion of Equality, Diversity and Inclusion, British Values and Mental Health and Wellbeing underpin the whole curriculum.



Discrete Subjects Taught:

English	Mathematics	Science	Computing	*Verbal & Non Verbal Reasoning
PSHEE inc. RSE	History	Geography	Religious Education	Spanish
Physical Education	Music	Speech and Drama	Art	Design & Technology

*Verbal/ Non Verbal Reasoning are taught formally from Y3 onwards. A weekly Library session is timetabled for each class from Year 1 onwards.

Early Years Foundation Stage

Our Early Years Curriculum is underpinned by a skills-based approach which enables us to effectively deliver the New EYFS Statutory Framework 2021. We have eight overarching aims for our children, targeted to our cohorts and needs, in a safe, secure and happy environment. This allows our children to play and develop, laying the foundation for success within our primary school curriculum.

<i>LISTEN</i>	<i>CARE</i>	<i>MOVE</i>	<i>COUNT</i>	<i>READ</i>	<i>WRITE</i>	<i>INVESTIGATE</i>	<i>PERFORM</i>
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Our curriculum has been formed based on the development and layering up of skills across the foundation stage to enable them to meet the ELGs. Once the ELGs are securely met and embedded, they will progress onto the KS1 curriculum skills and learning progression.

To enable us to ensure clear progression and continuity between the FS and Year 1-6 curriculums at Ruckleigh, the Assistant Head EYFS, Assistant Head Academic and Subject Coordinators collaborated on statements for Greater Depth and Exceeding that link the new EYFS 2021 Framework and the Y1 Ruckleigh /NC objectives.

Please refer to the following documents for information on how our Early Years Curriculum is planned and delivered: EYFS Policy, Ruckleigh School Early Years Foundation Stage, Extending ELGs in Ruckleigh EYFS, Topic Coverage in EYFS, & The EYFS Handbook.

The Normal School Day (Excluding Before and After School Provision)

Nursery	Kindergarten	Lower School Y1 & Y2	Middle School Y3 & Y4	Upper School Y5 & Y6
Morning Sessions 8.30am-12 noon Morning with Lunch 8.30am-12.45pm All Day Session 8.30am-3.15pm	8.30am*-3.15pm	8.30am* -3.20pm	8.50am - 3.40pm	8.50am - 3.40pm



*Kindergarten and Lower School children are encouraged to enter classrooms from 8.30 for Morning Activity Time & 1:1 Reading Practice. This is before official registration at 8.50am.

Planning:

The curriculum is planned in three phases: Long, Medium and Short Term Planning.

- The long-term plans outline the key knowledge and skills year on year in each subject. The aim of these is to ensure continuity of teaching and progression in learning. They indicate the content to be taught for each year group and this is broken into units.
- The medium-term plans are termly or half termly plans and they give clear guidance on the learning objectives and teaching strategies for each unit of work.
- The short-term plans are those that the teachers write on a weekly basis. These set out the learning objectives for each lesson and identify what resources activities are going to be used in the lesson and specify how the task is to be appropriately differentiated. Year Group partners plan together so classes run parallel to each other. Activities promoting the use of Higher Order Thinking Skills are identified in red on these plans (HOT). Opportunities for developing pupils’ Social, Moral, Spiritual and Cultural understanding are identified in purple (SMSC), and those for promoting Fundamental British Values in Blue (FBV) and Equality, Diversity and Inclusion in orange (EDI).

Teachers utilise a range of formative and summative assessment to inform their teaching and planning. Results from Summative Assessment including annual Progress Tests are recorded and tracked on our bespoke online Progress Tracker.

Reading & Phonics:

Phonics is taught systematically using the Jolly Phonics Synthetic Phonics Scheme. Every child is ‘heard read’ on a 1:1 basis by Class Teachers and Teaching Assistants for a few minutes, as frequently as possible. Some time for this is built into the EYFS and Lower School Day in a Morning Activity Session before formal registration time begins. Individual Reading Conferences then continue at suitable times within other lessons and whole class silent reading sessions.

Nursery	Weekly
Kindergarten	Daily
Years 1 and 2	4 times weekly
Years 3 and 4	3 times weekly
Year 5	Twice weekly
Year 6	Twice Weekly

See the English Policy and the following Guidance Documents for more information: Teaching Phonics at Ruckleigh & Teaching Reading at Ruckleigh.

Fundamental British Values (FBV) & Equality, Diversity & Inclusion (EDI)

At Ruckleigh we promote equality and diversity, and aim to help pupils recognise and respect people’s differences and develop positive and open-minded attitudes. We value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events, lessons and assemblies to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. At Ruckleigh the fundamental British Values of democracy, the rule of



law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are reinforced regularly within all Year Groups, including the EYFS, in a variety of ways. Through the teaching of FBV and PSHEE, pupils learn the values, skills and behaviours they need to get on in life.

See Promoting British Values Policy for more information.

Spiritual, Moral, Social and Cultural Development (SMSC)

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs; spiritual awareness; high standards of personal behaviour; a positive caring attitude towards other people; an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. All curriculum areas contribute to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

See SMSC Policy for more information

Personal, Social, Health and Economic Education (PSHEE)

Our school is committed to providing a comprehensive programme of PSHEE for our pupils, which is appropriate to their age and needs. We aim to provide our pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. In addition to discrete PSHEE lessons, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. In doing so, pupils are encouraged to learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They learn to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They develop in their understanding of and respect for our common humanity; diversity and differences, with particular regard to the Protected Characteristics, so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Protected Characteristics

It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

The Equality Act 2010, identifies the 'protected characteristics' as:

- age
- disability
- gender reassignment
- Marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

We pride ourselves on having a well-considered approach to the teaching of the protected characteristics, in order to:

- eliminate discrimination, harassment, victimisation



- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This philosophy is an integral part of school life and is embedded into and across our curriculum. In addition to this approach, we react and respond in an age-appropriate manner to any incident as it arises within school, the community or in the news.

Relationships Education and **Health Education** are primarily delivered through PSHEE lessons, although there is overlap with other curriculum areas including Science, Computing, Design and Technology, PE, Speech and Drama which also contribute to meeting the statutory objectives for these aspects. This is also supported by our programme of events including celebrating Children's Mental Health Week, Anti-Bullying Week, First Aid Courses for children and Charity Fundraising including our links with Luwi School in Malawi and our sponsorship of its Feeding Programme. Additionally, within our assembly programme, themes are based around four areas: key dates, key topics, religious festivals and values & Awareness, wherein opportunities are identified for developing and promoting EDI, FBV and SMSC.

See PSHEE policy and Relationships Education Policy for more information.

Health and Safety

We aim to teach and learn in a healthy and safe environment. Health and Safety guidelines are followed at all times. Risk Assessments are completed for school visits and parental permission is always sought. Visitors are checked by our DSL and chaperoned at all times.

See Health and Safety Policy for more information

Use of ICT:

ICT is incorporated in the curriculum in a variety of ways including:

- Kindergarten to Y6 classrooms are equipped with a Smartboard
- Visualisers are utilized in many classrooms.
- Whole class sets of mini laptops and tablets are available for classroom use
- Access to the Computing Room with PCs for whole class use
- Access to child-friendly cameras in EYFS
- Each year group has its own Google Classroom for use as necessary for Remote Learning or occasionally for setting Homework. The Curriculum is delivered, as far as is possible, through remote learning using Google Classroom (year group specific) in times of necessity eg. COVID-19 2020 Partial School Closure. This is enhanced through live Google Meets, Video teaching points, interactive online games and activities, and editable and non editable resources (both published and bespoke)

Homework:

We recognise the importance and value of Homework as a means of consolidation and extension of classwork. We have a graduated approach that begins with reading in Nursery. Our expectation that children will continue to read books aloud to an adult at home continues throughout the whole school to Year 6. In addition, children from the Kindergarten (Summer Term) to Year 6 have weekly Spelling Lists to learn and children from Year 2 to 6 practice specific Times Tables. Other homework is as follows:



Kindergarten	A specific phoneme each day to practice and apply to writing A weekly family maths activity	
Year 1	Weekly Sentence Homework to support phonics and spelling Weekly Maths Task (max 30 mins)	
Year 2	Weekly General Knowledge research task Weekly Maths Task (max 30 mins)	
Year 3	Weekly General Knowledge research task	Daily 20 mins max task (2 x English, 2 x Maths)
Year 4	Weekly General Knowledge research task	Daily 30 mins max task (2 x English, 2 x Maths)
Year 5	Weekly General Knowledge research task	Daily 45 min max task (2 x English, 2 x Maths)
Year 6	Weekly General Knowledge research task	Daily 60 mins max task (2 x English, 2 x Maths)

We offer an afterschool Homework Club for Years 3 to 6.

5. Inclusion:

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 making below expected progress ('Target Pupils')
- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils with English as an Additional Language (EAL)

The majority of lessons are taught in mixed ability groupings with tasks differentiated appropriately to ensure equal access and opportunity for all pupils.

It is the responsibility of the class teacher to plan learning to meet the needs of all children. Teachers will plan lessons so that pupils with SEND can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving. The SENCo, Assessment Coordinator and Subject Coordinators will assist Class Teachers with identifying and supporting these children. The SENCo and Assessment Coordinator will also be responsible for using our tracking of assessment data for identifying 'Target Pupils' who fall below expectations. Interventions are in place for children who require support in English and Mathematics, including the use of targeted 1:1 'Maths Catch-Up' sessions with our Maths Leader and small group/individual interventions led by the SENCo, Support Teachers and Teaching Assistants. Some Setting is used in Mathematics in Years 4, 5 and 6 to facilitate smaller groupings and more focused teaching.

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 develop their English, and to support pupils to take part in all subjects.



Provision is made for More Able and Talented children through extra challenge in class and access to enrichment activities, for example our annual Spelling Bee and utilisation of local Secondary School Outreach Programmes e.g STEM Challenge Days and author workshops..

See our SEND, EAL, Most Able and Talented and Equal Opportunities Policies for more information about our provision.

6. Enrichment:

All pupils have opportunities to participate in a wealth of planned activities that enrich our Curriculum including:

- Author talks/workshops
- Annual Poetry Slam
- Into Film Festival
- Debates
- Library visits and Bookshop visits
- Theatre visits and Theatre Company workshops in school;
- Visits to Places of Worship and places of special interest
- Forest School, Farm and Botanical Gardens visits
- Involvement in school productions and assemblies
- Participation in, and attendance of sporting events
- Themed events e.g: Leadership Day, Enterprise Day, Science Week, World Book Day, Maths Challenge Day
- Participation in Secondary School Outreach Activities
- Talks and workshops from inspiring visitors to school e.g: religious leaders, artists, adventurers and enthusiasts.
- Residential Activity Week

Extra-Curricular and Co-Curricular Activities:

We offer a wealth of opportunities for participation in co-curricular and extra-curricular activities, provided by staff, peripatetic teachers and outside agencies. These include Football, Netball, Archery, Martial Arts, LAMDA, Singing lessons, Choir, Drums, Violin, Woodwind, Piano, Art, Scrabble, Russian, Classics, Mindfulness and many many others. Clubs and music lessons take place before and after school, as well as providing our children with a choice of activities during Lunch Time. Our Eco Committee and School Council also hold regular meetings.

7. Monitoring

The Headmaster and SLT monitor teaching and learning with support from the Subject Coordinators, using a variety of methods, including:



- Lesson Observations & Learning Walks
- Book & Planning Scrutinies
- Professional Development & Review
- Pupil Voice Meetings
- School Council Meetings
- Staff Meetings
- CPD
- Analysing Assessment Data

This policy will be reviewed annually by the Assistant Head Academic, submitted to the Senior Leadership Team for approval and reviewed with staff. It has been made available to staff on the School Portal and Shared Documents Drive.

Signed:

Kerrie Bullard
Assistant Head Academic

Date: July 2022

Dominic Rhys Smith
Headmaster

Date: September 2022