

REDDIFORD SCHOOL

CURRICULUM POLICY

(including the EYFS)

To be used in conjunction with Reddiford School's:

Homework Policy

Assessment Policy

Learning Support and SEND & Disabilities Policy

PSHE Policy

RSHE Policy

All other relevant school policies and DfE guidance.

CURRICULUM POLICY

Introduction

Reddiford School provides a full-time supervised education for pupils aged 3 – 11.

For those of compulsory school age, it gives pupils, including those with an EHC plan, experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, appropriate to their needs, in accordance with Section 8 of the Education Act 1996.

For those below the compulsory school age, a programme of activities, based on the Early Years Foundation Stage curriculum, is provided which is appropriate to their educational needs in relation to personal, social, emotional and physical development, mathematical and communication and language skills.

We believe the curriculum encompasses all activities at Reddiford School. It is designed to be stimulating and relevant in reflecting the nature, wonder and excitement of the constantly changing world in which we live. All lessons are conducted in English, except for those in Modern Foreign Languages which may use a mixture of both. We ensure that we do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, cultural heritage and beliefs. However, radicalisation in whatever form will not be tolerated.

Pupils engage with a curriculum that promotes progression and continuity, while being broad and balanced in each Department. This is achieved by revisiting areas of experience, knowledge and understanding, at increasing level of demand. Subject matter and activities are chosen that are appropriate for the ages, aptitudes and needs of the pupils. (Including those pupils who may have an EHC plan. For these an education would be provided which fulfils its specific requirements.)

The curriculum actively promotes safeguarding and prepares pupils for life in modern Britain. Pupils develop knowledge and skills to keep themselves safe, including online, and understand how to seek support. Through PSHE and RSHE, pupils learn about respectful relationships, consent, personal safety, mental wellbeing, digital citizenship, online harms, misinformation and the responsible use of technology, including artificial intelligence, in an age-appropriate manner. The school consults parents regarding its RSHE provision and publishes relevant information in accordance with statutory guidance.

Pupils are encouraged to produce high quality work while furthering their knowledge and understanding to the highest level possible, in line with their potential. All children receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes such as resilience and grit, which underpin success in education and employment.

In doing so they are prepared for the entrance and scholarship examinations of a number of prestigious local secondary schools, and for the next step in their education on leaving Reddiford School.

Aims

- To promote a love of learning and develop intellectual curiosity in our school.
- To foster in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves.
- To enable all pupils to have the opportunity to learn, acquire new knowledge, develop their skills and make progress to the best of their ability, in order to maximise their potential, progress and understanding in all the subjects taught.
- To draw from the National Curriculum, whilst allowing flexibility for individual talents and aptitudes, and to follow and enhance the EYFS Curriculum as laid down by the DfE.
- To promote the spiritual, moral, cultural, social, physical, creative and practical development of all pupils.
- To prepare pupils for the opportunities, responsibilities and experiences to contribute to life in modern British Society as responsible citizens.
- To promote the acquisition of skills for independent lifelong learning.
- To develop the key skills of Listening, Speaking and Communication, Numeracy, Literacy and ICT, and to be able collect, store, retrieve and present information.
- To support the development of digital literacy, including the safe, ethical and responsible use of emerging technologies such as artificial intelligence.
- To develop the knowledge, understanding and skills needed to behave safely and responsibly online, including developing positive online relationships, recognising and responding to online harms and cyberbullying, evaluating misinformation, understanding AI-generated content, building digital resilience and respecting privacy and consent in digital environments.
- To be able to talk about their learning to each other, to the whole class, in small groups and to the teacher.
- To provide a curriculum that is inclusive with regard to race, culture, gender and physical ability which promotes co-operation, understanding and positive relationships between all members of our community.

- To provide a curriculum that support those skills outlined by the World Economic Forum; Complex Problem Solving, Critical Thinking, Creativity, People Management, Coordinating with Others, Emotional Intelligence, Judgement and Decision Making, Service Orientation, Negotiation, Cognitive Flexibility.
- To increase awareness and respect for our local, national and global environments, and how we should look after these for future generations, as well as our own.
- To ensure that when political issues are raised children are offered a balanced presentation of opposing views. Political indoctrination and radicalisation of pupils through the curriculum is forbidden. Steps to prevent radicalisation (anti-radicalisation) are also evident in the curriculum.
- To celebrate pupils' achievements and success through a variety of school activities, performances and displays and by individual commendation.
- To encourage pupils to draw and expand upon previous knowledge, making links with other topics, other subjects and their everyday experience, leading to better understanding.
- To promote a stimulating environment which provokes thought and leads to an atmosphere of mutual respect for each other, the environment, and the ideas of others. This also includes outdoor learning.
- To adopt an approach which maintains the safety of all pupils and staff within the classroom.

PSHE

The personal, social and health education curriculum reflects the school's aims and ethos. Within this we actively promote the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Other principles are actively promoted which...

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.

- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

These principles are also reflected in all subjects throughout the curriculum.

We aim to more than adequately prepare our pupils for the opportunities, responsibilities and experiences needed for adult life. They are encouraged to uphold fundamental British values, to develop good relationships and to respect the differences between people. In doing so, due regard is paid to Age, Disability, Gender reassignment, Marriage and Civil partnerships, Race, Religion or belief, Sex and Sexual orientation. Pupils are also encouraged to recognise how their behaviour affects others, to listen and work co-operatively with each other and reflect on their learning. They are taught how to adjust their behaviour in different environments and situations, in order to reduce risks, including the safe use of electrical equipment, chemicals and access to the internet. (*See School PSHE and RSHE policies*).

RSHE

Through our RSHE programme pupils are taught age-appropriate knowledge and skills relating to healthy relationships, personal safety, online safety, digital citizenship, mental wellbeing, physical health, consent, boundaries, respectful behaviour and how to seek help when needed.

The school consults parents appropriately regarding its RSHE curriculum and policy and provides information about curriculum content and resources in accordance with statutory guidance. Parents have the right to request that their child be withdrawn from non-statutory sex education, in accordance with current statutory guidance. Further details are contained within the school's RSHE Policy.

Extra-curricular

There is an extensive programme of extra-curricular clubs, which enhances the taught curriculum and helps to widen the interests and horizons of the pupils at Reddiford School. Accompanied by an ever-expanding calendar of visits, our pupils are able to extend their personal, first hand experiences of the world around them.

Assessment

At Reddiford School we use assessment to inform our planning at two levels...

- 1 ...At a management level to inform our planning of the timetable and the balance of the year. This is achieved by;

Subject Coordinators and Heads of Departments meeting with the relevant personnel throughout the year, to discuss the needs and expectations of those Subjects and Departments.

The Deputy Head Academic meets with Heads of Departments and Subject Coordinators annually to review the timetable and conduct a skills audit. Pupil Performance is also evaluated, both by reference to the school's own aims as provided to parents and national norms.

Good communication is an important tool in assessment and although many of these meetings are formal (see meetings grid) often an informal discussion can lead to improvement in the delivery of the curriculum.

- 2 ...At a classroom level, setting realistic yet challenging targets for the children. A framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

We interact with the children through discussion, questioning and verbal feedback, in order to:

- Stimulate, motivate, and encourage their efforts
- Improve their understanding
- Develop listening skills and their responses
- Build on their responses

Through marking, work scrutiny and observation we are able to :

- Diagnose problems
- Challenge and encourage feedback, together with peer and self-assessment
(see *School Assessment Policy*)

Homework

At Reddiford School homework is used to support the development of every child within the school. A wide range of tasks is used to develop independent learning strategies while supporting, consolidating and extending the current specific learning objectives. The school's digital online platform Satchel One, can also be used to set homework for certain topics or activities. (see *School Homework Policy*)

Use of ICT

We also work hard to ensure that ICT is embedded in the curriculum. We believe that we can effectively use ICT to:

- Enhance and improve the quality of presentation and research
- Support the less able and extend the more able
- Improve opportunities for cross-curricular learning
- Raise standards in all subjects with its multimedia appeal
- Provide a variety of learning activities with which to engage and stimulate pupils (see also the *School Computing Policy*)

Remote Teaching & Learning

During an enforced school closure, we aim wherever possible for the 'virtual' school day to 'mirror the life of the school' for pupils which promotes wellbeing, structure, and routine. The remote education provided will be equivalent in length to the teaching pupils would receive in school and will be adapted accordingly to meet the needs of SEND/EAL pupils.

Lessons will be delivered via the Satchel One platform and will follow normal curriculum plans and have the same ambition and quality, as if the work were being set in a classroom. Pupils will be able to engage in discussions, ask questions and receive comprehensive individual feedback after each lesson from their teachers via the Satchel One platform.

The format of lessons could include a combination of live teaching via Microsoft Teams, pre-recorded teaching clips and presentations, set tasks from textbooks or worksheets and online activities and research. Some practical subjects may adapt their curriculum plans in order to overcome some of the challenges of delivering their subjects remotely.

Staff will continue to closely track each pupil's engagement and submission of work on Satchel One. They will also regularly monitor pupil progress and address any pastoral concerns during their scheduled phone calls to pupils and/or parents.

Delivering the Curriculum

This involves well planned lessons and effective teaching methods, activities and management of class time. Staff also show a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure that these are considered in the planning of lessons.

Expectations

In order that we can provide the best quality education, we expect Reddiford School teachers to have:

- Professional knowledge
- Professional ability
- Inter-personal skills

Every teacher at Reddiford School is responsible for ensuring that their teaching is of a high quality at all times in order that the children learn, progress and achieve high standards of work and behaviour.

The Teachers are role models and as a result of the high expectations they have of themselves, they set high expectations for the children. We set high expectations of behaviour and learning. We ensure that there is a level of challenge in the content and activities planned and taught and, in the resources, used.

It is the teacher's knowledge of the pupils and their prior achievements that enables us to set targets which aid children's progress. All targets are realistic yet challenging and ensure that every child works to the best of their ability and maintains a high standard in order to reach their potential.

Purposes

At Reddiford School we expect the following quality of teaching. Teachers should:

- Have a secure knowledge and understanding of all the subjects they teach
- Set high expectations so as to challenge pupils and deepen their knowledge and understanding
- Plan effectively to meet the needs of all pupils
- Make the purpose of every lesson clear to pupils so they can understand the knowledge and skills to be learned
- Employ methods and organisational strategies, which match curricular objectives and the needs of all pupils
- Manage pupils well in order to achieve a high standard of behaviour and attainment
- Assess work thoroughly and use these assessments to further inform planning and teaching
- Provide a learning environment in which all pupils feel secure and safe and therefore conducive to effective learning
- Use ICT to enhance teaching and to raise standards

Subject knowledge

All teachers at Reddiford School should show good subject knowledge and understanding in the way they present and discuss their subject. Excellent subject knowledge is apparent in:

- A confident delivery
- Effective planning
- Content of the lesson
- Relevant questions and explanations to reinforce and extend pupils knowledge
- Perceptive and focussed marking/target setting
- The way in which lessons are differentiated and extended

Planning

All teachers should plan effectively by identifying clear objectives and how these objectives will be achieved. This focus is then made clear to the children. Detailed schemes of work provide a framework for this.

Our planning:

- Draws from the National Curriculum and EYFS Framework and Statutory Guidance and is related to short and long term planning
- Takes into account the needs of all pupils by clarifying how we aim to differentiate and extend
- Takes into account the teaching assistant in each lesson and how they can be used to support and raise standards
- Clarifies how we can effectively use specific resources
- Makes it clear what the teacher will be doing during the lesson

Methods and organisation

The choice of teaching methods and organisation at Reddiford School result in high standards of work and behaviour for all pupils and match the learning objectives:

- Explanations and exposition are lively, informative and well structured
- Questions probe knowledge and understanding, whilst challenging thinking and engaging all pupils
- Pupils are given time to reflect on their own learning
- Investigation work and problem solving help pupils to apply and extend their learning
- Resources are used effectively to stimulate learning
- Good and flexible organisation allows the teacher to interact with as many pupils as possible

Classroom management

We believe that the classroom management in evidence at Reddiford School motivates our pupils and promotes good behaviour. All teachers must regard themselves as role models. Their subject knowledge, enthusiasm and management skills will ensure that the children are motivated and excited by learning. They also utilise effective strategies for managing behaviour and encouraging pupils to act responsibly.

Effective classroom management is apparent in:

- Use of time: Every lesson is well structured with time given for reflection and consolidation
- Use of resources: resources are used as appropriate to the learning objectives. They are stimulating and varied
- Expectations: Our pupils know how long they have to complete a task and what is expected of them
- The relationships within the classroom and the firm yet fair authority of the teachers

The Learning Environment

At Reddiford School we recognise that the learning environment stimulates children, enhances teaching and encourages children to strive to reach their full potential. Teachers ensure that the high standards children achieve and the positive image of our school is celebrated in displays.

The learning environment at Reddiford:

- Reflects the best practice in health and safety
- Is exciting and interesting
- Values the efforts of every child
- Reflects the whole curriculum
- Reflects the quality of teaching

Teaching Assistants

The teaching staff at Reddiford School value the expertise and support of the teaching assistants. The assistants are well trained and have a positive effect on pupil's literacy and

numeracy standards. They support the teachers, the pupils, the curriculum and the school, and their feedback and input are greatly appreciated.

Teaching assistants:

- Reduce some of the burden of teacher's administration
- Are familiar with lesson plans
- Work closely with the Learning Support Coordinator
- Communicate with the teacher at all times
- Reflect the ethos of Reddiford School in their support of pupils

(See also the separate Learning Support and SEND & Disabilities Policy).

Equal Opportunities

At Reddiford School we strive to offer equal opportunities to all through a range of teaching methods, resources and styles of classroom management. We understand that each child, regardless of gender, creed or ability, needs to feel valued as an individual and as a vital and equal part of the learning environment.

We have strategies in place to ensure equal access to the curriculum and an equal opportunity to achieve:

- Resources are selected carefully with all children in mind
- Groupings are varied
- Outcome is differentiated to emphasise the different ways pupils learn
- Questions are probing and meet the needs of all

Differentiation

At Reddiford School we must acknowledge that within year groups, there are children of widely differing abilities. Suitable learning opportunities for all children should be produced, by matching the challenge of the task to the ability of the child.

This access can be achieved in a variety of ways;

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty not all children are expected to complete all the tasks
- Grouping children by ability in the room and setting different tasks for each ability group
- Providing resources of different complexity, matched to the ability of the child

As with particular teaching and learning styles, some of these are used more frequently than others.

All pupils with particular learning needs, in need of extra support or have EAL, are referred to the Learning Support Department. Able and talented children are discussed with the relevant Subject Coordinator and advice sought from the Learning Support Department /Able & Talented Coordinator, if necessary.

Children with special educational needs are supported by the implementation of a range of strategies including one to one teaching. The difficulties they encounter may then be

incorporated into their Individual Education Plan. Within these Individual Education Plans there may then be specific targets related to various subjects or skills.

Able & talented children on the other hand, are given extension activities that are more demanding of their abilities, or enrichment activities that provide new and different ways of working. (*See also School Learning Support (SEND) & Disabilities, Able and Talented, and EAL Policies*).

Monitoring and Evaluating Teaching

The role of the class teacher

Every teacher at Reddiford School is responsible for ensuring that their teaching is of a high quality at all times in order that the children learn, progress and achieve high standards of work and behaviour. Each teacher is responsible for challenging and inspiring pupils through:

- Effective planning
- Sound subject knowledge
- High expectations
- Using appropriate methods and organisation
- Using assessment to inform planning and to set targets
- Establishing a sound classroom management system
- Setting homework that reinforces and challenges

The role of the Subject Co-ordinator

Each co-ordinator has a responsibility for monitoring their subject area in order:

- To ensure curriculum coverage, continuity and progression through well developed and written long and medium term planning
- To check that short term planning reflects all other levels of planning and is clear in its focus
- To be a role model of exemplary teaching and provide guidance on the most effective teaching methods
- To secure and sustain effective teaching and set targets for improvement
- To write effective schemes of work and provide appropriate resources that will raise the standards of teaching
- To evaluate teaching and use this to identify effective practice and areas for improvement

The role of the Heads of Departments

The Heads of Department, lead, secure and sustain effective teaching and evaluate the quality of teaching by:

- Evaluating the teaching in school in order to identify effective practice and areas for improvement
- Incorporating teaching and learning into plans in order that standards are continually rising as a result of quality teaching

- Communicate with parents, other staff and members of the SMT so that they are fully informed about teaching, learning and standards (*see also School Assessment Policy*)

CURRICULUM MAP

Entrance test for New Pupils entering Pre School and Reception*

EARLY YEARS (Nursery and Reception)

Reddiford School Early Years Department caters for children from three years to rising fives and provides a stimulating and attractive environment where pupils are encouraged to be independent and active learners.

The Curriculum followed in these year groups is that of the National Early Years Foundation Stage Curriculum, extending into elements of the KS1 Curriculum where appropriate.

The Seven Foundation Areas are ...

1. Communication & Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts & Design

Older children are taught in classes by Teachers, while the younger children are in groups with a designated Key Person. All children are taught music by a specialist teacher.

Reception pupils are also taught PE, Music and Spanish by Specialist Teachers.

Entrance Test for all New Pupils *

PRE-PREP DEPARTMENT (Years 1 & 2)

The Pre-Prep Department builds on the knowledge and skills acquired in the Reddiford School Early Years Department. An emphasis is placed on developing confidence and the capacity to learn and work independently or together, in a happy secure environment.

The Curriculum followed in these year groups is drawn from the KS1 National Curriculum, extending into elements of KS2.

Subjects followed include...

Mathematics, English, Science, Reasoning, Wellbeing, Humanities, Geography, History, Spanish, Computing, RE, Art & Design Technology, Music, Swimming, Music & Movement, PE & PHSE.

These are taught predominately by Form Teachers with Specialist Teachers for PE, Swimming, Music, Art and Spanish.

Entrance Test for all New Pupils *

PREP DEPARTMENT (Years 3 – 6)

The Prep Department continues to promote the ethos of high academic standards in a caring environment.

The Curriculum followed in these year groups is drawn from the KS2 National Curriculum, extending into elements of KS3 as a provision for our Able and Talented children. Subjects followed include... Mathematics, English, Science, French (Y3-Y6), Latin (Y6), Wellbeing (Y6), Computing, RE, Philosophy (Y6), Art & Design Technology, Music, PE, PSHE, History, Geography, Drama, Games and Reasoning. As children progress through the upper school their subjects are increasingly taught by Specialist Teachers.

After sitting their entrance examinations for secondary schools, Year 6 pupils embark on a revised curriculum programme (in which Wellbeing, first aid and financial management are also covered), to help them to adjust to the demands of secondary school.

*Although Reddiford School is academically selective, the entrance requirements become increasingly more strenuous the higher up the school a child enters. NFER Tests in Mathematics & English are usually used, together with a Reading, Spelling and Reasoning test (where appropriate).