

Ranvilles Junior School Curriculum Policy

1. ACCESSIBILITY

This policy is available in large print or Braille.
Please contact the school office who will be happy
to arrange this for you.

2. PURPOSE OF POLICY

- to outline the philosophy of learning and curriculum intention
- to summarise learning provision and expectations
- to identify how the school values are implemented
- to share how DfE expectations are secured

3. APPROVAL

Approval date: 18/01/23

Approver
signature:.....

Approver position: Chair

Date for next review: January 2025

4. **INTRODUCTION**

Our school vision is central to our learning.

School Vision: *Be you...Explore...Excel...commit to making a positive impact to help create a world that values, embraces and celebrates diversity.*






Learning at Ranvilles is ambitious and explorative, challenging children to think hard, with open-minds, to push new boundaries and become path makers. Together we focus on discovering what is happening now to enable our pupils to be kind, educated citizens and knowledgeable, compassionate future leaders.

Spiritual, Moral, Social and Cultural (SMSC) lines of enquiry and learning are at the heart of our broad and balanced curriculum entitled: **Exploring the World: Exploring Me...** Breaking the boundaries of a homogenous locality, pupils are encouraged to explore the world and learn about themselves and their place in it. Children actively employ school values named '**Ranvilles STARS**' and employ **EPIC learning skills** to explore global cultural differences and similarities. They evaluate, reflect and actively engage in research, discussion, collaborative and individual pursuits to establish considered, personal viewpoints; they discuss and debate.

Our diverse curriculum provokes deep thought and reflection; core questions linked to Social, Moral, Spiritual and Cultural learning (SMSC) drive collaboration and a quest for knowledge and understanding. We have designed a curriculum that fulfils the requirements of the National Curriculum that meets the needs of the pupils in our school and promotes British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

School Values – Ranvilles STARS:

- **S**ecure and happy individuals 
- **T**alented contributors 
- **A**mbitious Learners 
- **R**esponsible teammates 
- **S**uccessful communicators 

Learning Skills

- **E**valuation, **E**xploration
- **P**erseverance
- **I**ndependence
- **C**o-operation and collaboration, **C**reativity, **C**hallenge

School Mission – How we will achieve and secure our vision and values

- Create a happy and positive learning environment; teach and encourage children to be safe physically, mentally, emotionally and

- spiritually as learners ★
- Develop skills and talents to promote curiosity, creative thinking and the desire to 'Practise, Prove and Perfect' (PPP) ★
 - Challenge and support learners to thrive, secure knowledge and master primary concepts to achieve their personal best ★
 - Foster an environment of Rights, Respect and Responsibilities to make significant contributions and value diversity ★
 - Implement the positive skills and personal qualities necessary for living in, contributing to and functioning effectively in a multi-racial, multi-cultural, multi-faith society. Embrace difference and value individuals ★

How we will Develop Learning Skills: *EPIC Journey of Discovery...*

- Explore, evaluate and ask big questions: become 'experts'
- Positively push new boundaries: value mistakes as new learning
- Inquire and Interrogate, think hard and dig deep: secure knowledge
- Connect, create and challenge: promote equality and nurture diversity

5. REFERENCES

- National Curriculum
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Primary Strategies
- Hampshire County Council Guidelines
- Living Difference IV

6. CONTENT

The content of the curriculum is informed by:

- subjects and statutory requirements outlined by the Department for Education in the:
 - National Curriculum
 - Relationships Education, Relationships and Sex Education (RSE) and Health Education
- 'Living Difference IV' - Hampshire agreed syllabus for Religious Education

The content is further enhanced through a focus on Spiritual, moral, social and cultural education.

Full details of our curriculum content can be viewed on our website that contains:

- Year group content maps
- Subject content maps and progression documents

7. IMPLEMENTATION

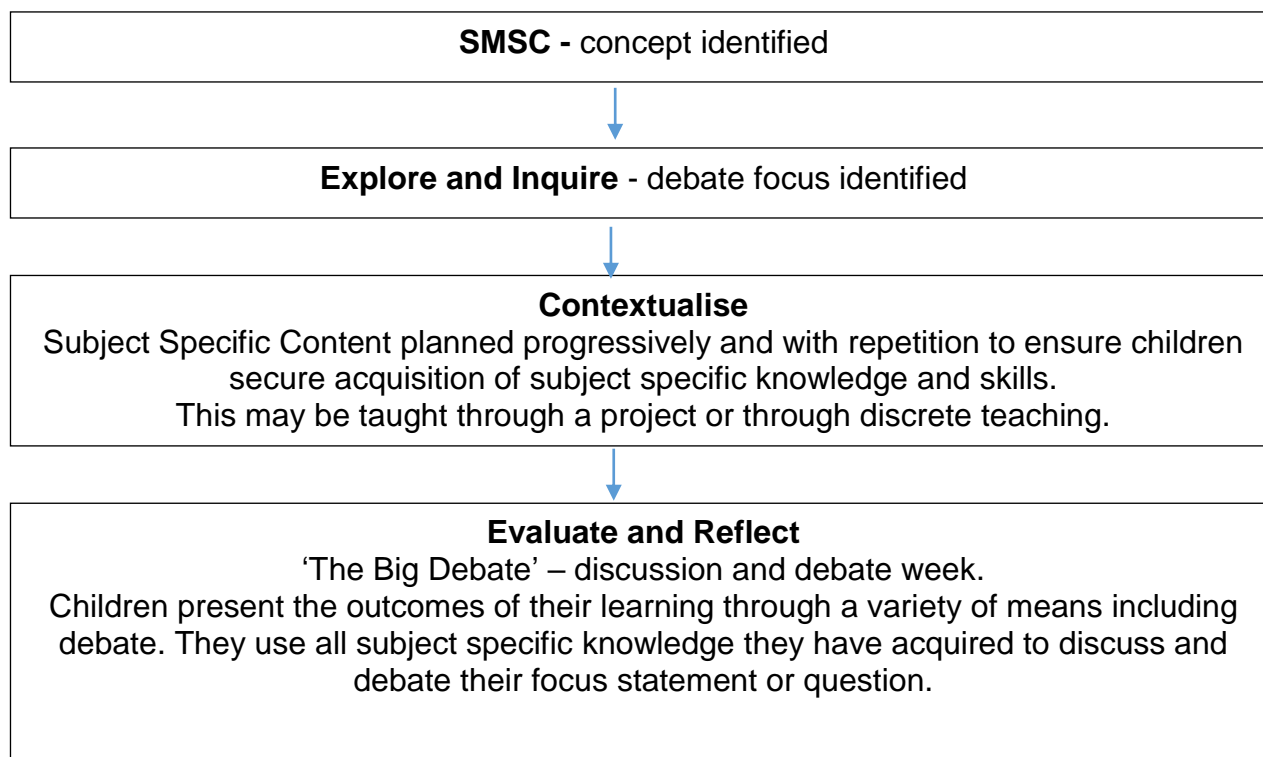
Curriculum Layers – how the curriculum is planned:

1	<p>Whole School Overview: Vision, Mission, Learning Values, STAR Behaviour & Attitude Values Statement</p>
2	<p>Curriculum Intent – Exploring the World...Exploring Me... Whole school curriculum intent. This document identifies our overarching intent for learning at Ranvilles Junior School. The curriculum is written and delivered through this intent. All learning promotes the fundamental British Values.</p>
3	<p>Whole School Curriculum Map - Implementation This outlines the developmental and progressive subject coverage across the school. It identifies the Spiritual, Moral, Social and Cultural concepts that drive learning. It contains a focus for learning and debate. The map identifies the subjects that form the project and the subjects that are taught discretely within a given time frame. Enrichment activities including trips and visitors are identified.</p>
4	<p>STAR Behaviours and Attitudes Progression Grids Behaviour and Attitudes Grids break down learning skills and attitudes. Progressive, developmental learning behaviours and expectations are identified through a common language. School values – Ranvilles STARS are interlinked with EPIC learning skills and the intended outcomes for the children.</p>
5	<p>Subject Guidance Booklets These booklets are written by subject leaders to identify the learning that will take place in specific subjects across the school. Core levels of knowledge and skills the children must learn and acquire are identified to create consistency and progression across the school. The booklet contains:</p> <ol style="list-style-type: none"> The subject Intent and Implementation National Curriculum Coverage Progression in knowledge Progression in skills Development of subject specific vocabulary Risk Assessments where relevant for specific subjects Resource information
6	<p>Project Planning Booklets These booklets are planning documents that demonstrate how the subject learning is taught. They contain:</p> <ol style="list-style-type: none"> Project Overview SMSC reference links Learning Journey Discrete, specific subject knowledge/ expectations
7	<p>Discrete Subject Planners These planners are written separately for the subjects that do not form part of the project and are typically taught weekly alongside the project.</p>
8	<p>Class Timetables Weekly timetables show when specific subjects are taught to maximise teaching time and subject coverage. It is recognised that a project may combine more than one subject but all subjects must be stated and have specific planned outcomes. Separate timetables for learning spaces are written by the leadership team.</p>

Implementation in the classroom:

Subject leaders identify specific implementation guidance for individual subjects. These inform whole school teaching and learning approaches which are used consistently across the school to ensure continuity of practice. The curriculum is implemented through a thematic, SMSC cycle of learning outlined below. The majority of subjects link to the overarching concept or theme. Some subjects are taught discretely.

Thematic, SMSC cycle of learning:



Schemes of Work:

For some subjects a published scheme of work is used to guide teaching and learning:

- RSE and PSHE - Corum Education’s SCARF programme
- Computing - Teach Computing scheme of work
- Music - Hampshire Music Service scheme of work (taught by HMS teacher)

8. PLANNING:

Long Term planning will:

- Outline a Key Stage Two map for all subjects
- Plan for a balance of curriculum coverage
- Identify learning aims
- Identify the knowledge and skills to be taught
- Underpin cross-curricular links
- Be reviewed annually by the Senior Leadership Team
- Be shared with all colleagues
- Identify notional time allocations for units of work

- Link with maths and English to develop cross-curricular links

Medium Term planning will:

- Underpin the content of all units of work for each term
- Identify a progression of key knowledge and skills with expected learning outcomes
- Plan a journey for teaching thematic learning – weave subjects
- Note resources required
- Build on Assessment for Learning outcomes, pupil need and voice to revise and consolidate age-related expectations

Short Term planning will:

- Identify specific, daily age and ability related Learning Objectives lined to medium term planning
- Outline teaching input and key questions for each part of the lesson
- Outline adapted and differentiated daily tasks for different groups
- Personalise learning - Incorporate differentiated ability needs to ensure the revision and consolidation of key skills – underpinned in 'Practise, Prove, Perfect'
- Identify interventions
- Deploy support staff effectively to meet the needs of the children
- Be modified in reflection of learning outcomes

9. INCLUSION:

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups including pupils:

- Working at Greater Depth
- Working within Age-Related Expectations
- Working below Age-Related standards
- With low prior attainment
- From disadvantaged backgrounds
- On the SEND register
- With English as an additional language (EAL)

Teachers 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 also take account of the needs of pupils whose first language is not English. Lessons are 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 SEND policy and information report.

10. ROLES AND RESPONSIBILITIES:

10.1 – The governing board

The governing board ensures that:

1. A robust framework is in place for setting curriculum priorities and aspirational targets
2. Enough dedicated teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
3. Provision is made for pupils with different abilities and needs, including children with special education needs (SEND)
4. The school implements the relevant statutory assessment arrangements
5. It participates actively in decision-making about the breadth and balance of the curriculum
6. It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

10.2 – Headteacher

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

1. 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
2. The amount of teaching time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
3. Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
4. They manage requests to withdraw children from curriculum subjects, where appropriate
5. The school's procedures for assessment meet all legal requirements
6. The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
7. The governing board is advised on the whole-school targets in order to make informed decisions
8. Effective provision is in place for pupils with different needs, including children with SEND

10.3 – Subject Leaders

The subject leader is responsible for ensuring that:

1. A clear intention for their subject is identified and shared and understood by all stakeholders
2. The knowledge the children need to acquire is planned coherently and progressively across the key stage
3. The skills the children need to acquire is planned coherently and progressively across the key stage
4. Learning is practised and prior learning is built on to ensure understanding and application of their subject content
5. Subject maps plan for the repetition and consolidation of skills in a spiral plan

6. Implementation guidelines for their subject are clear and effectively implemented
7. Subject specific vocabulary is taught, learnt and used by children
8. High standards of provision and outcome are maintained through regular monitoring
9. Knowledge is secured through effective assessment for learning
10. New initiatives are reviewed and strategic direction for their subject is shared with HT/SLT and implemented in line with the whole school strategic plan

11. MONITORING:

(refer to the school monitoring policy)

11.1 – Governors

Governors monitor coverage of the National Curriculum subjects and compliance with other statutory requirements through:

- Governor meetings
- School visits
- Pupil interviews
- Interviews with subject leaders

11.2 – Subject Leaders

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

- Learning walks
- Lesson observations
- Planning scrutiny
- Pupil book scrutiny
- Analysis of outcomes (data and pupil work)
- Pupil interviews
- Moderation

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

Subject leaders report on a termly basis to the HT/SLT regarding outcomes and subsequent actions.

11.3 - Senior Leadership Team

The Headteacher and senior leadership team are responsible for maintaining an overview of the quality of curriculum provision. They use subject leader monitoring to inform curriculum improvement. They complete periodic monitoring of all subjects to moderate subject leader judgements.

12. APPENDICES

None.