



**John Randall**

Be Ready, Be Respectful, Be Safe

# Curriculum Statement

**Introduced: September 2020**

**Updated: January 2021**

## **Intent**

### **Why do we teach this? Why do we teach this in the way that we do?**

Our curriculum is a collaboration of planned activities organised in order to promote learning, resilience, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. Included within this is the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, independent, respectful, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

### **These are the ethos of our school, upon which we have based our curriculum:**

**Be Ready** – ready to learn. Ready to be responsible to learn.

**Be Respectful** – respectful to our environment, each other and our wider community.

**Be Safe** – know how to keep ourselves and each other safe.

By interlinking the National Curriculum with our outdoor learning curriculum and our Food vision we aim:

- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning; differentiated and tailored to their individual needs;
- To teach children about their developing world, understand Britain's cultural heritage and enable children to be positive citizens in society;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual, mental well-being and development;
- To enable children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others in truth and fairness.

## **Implementation**

What do we teach? What does it look like?

For all subjects in all year groups we have overviews that map out the whole school National Curriculum. Threaded through the curriculum we offer experiences in experiential learning opportunities such as/including /through

- Outdoor Learning;
- Learning and Understanding of the Natural World and
- Our Food Vision.

Food is central to our growth and development, it offers us unique learning opportunities about the world and its history.



Teachers carefully map out long term teaching plans to cover the National Curriculum over a year, these plans are then extended and detail is added over medium term (termly / half termly) and then refined in weekly plans. Assessment for learning and reflection on the learning journey of the children is a daily activity.

All teaching staff have daily reflection time to support the progression in skills and knowledge and how best to offer the next steps in learning experience to support the children. The children use ongoing self and peer assessment to independently refine their own next steps and reflect on their learning.

We capture learning formally in weekly phonics; spelling and times table tests and again each half term using teacher assessment and test papers. Teaching staff use experts and places of excellence to promote learning and offer the children the very best example of the subjects they are taught. We enhance the curriculum by offering specialist teaching in French, Music and PE as well as numerous visits, visitors and residential trips. Children in years 2, 4 and 6 are offered annual residential experiences.

We also have a team of professional chefs in the school kitchen. Our lunch time is part of our teaching timetable, meals are freshly prepared and each meal is a unique blend of traditional food with world food. This gives us opportunities to talk with the children about how families around the world dine and enjoy differing meals and cooking styles; learning the journey from field to fork.

We aim to offer the children the very best examples of professionalism to aspire to by being the embodiment of being Ready, Respectful and Safe.

### **Impact**

We measure the impact of our curriculum in a number of ways.

The most important measure is the knowledge and understanding of the children and the ways in which our children apply their knowledge and transfer it between subjects and activities. We monitor this through a range of ongoing assessments.

Each dedicated subject leader monitors the impact of this curriculum to ensure our children have the depth and breadth of knowledge to become lifelong learners, aspirational knowledge of skills, continued love of learning, transferable skills, to explore in more depth, to be Ready, Respectful and Safe in all they do.

All subjects have their own progression in skills and knowledge document, these are written and assessed by our subject leaders. [HYPERLINK](#)

Every subject has a dedicated subject lead who monitors their subject, undertaking book scrutinise, observations, pupil progress meetings and capturing pupil voice. We also capture learning using digital devices and platforms such as Tapestry, Seesaw, Book Creator and project books.



All assessments are shared with parents once a term formally and informally through conversations, emails and telephone calls.

### **Monitoring and review**

Our governing body is responsible for monitoring the annual School Development Plan and termly Raising Attainment Plan.

The governors liaise with the subject leaders of these areas and monitor closely the way the school teaches these subjects.

The head teacher is responsible for the day to day organisation of the curriculum and the Senior Management team (SLT) monitors the quality of teaching ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives, pitch and challenge.

We wish for every child to be the best they can be and to apply Be Ready, Respectful and Safe to all they do through their lives. Be endeavouring to challenge and enrich their learning through the Food vision and the Outdoor learning. Our aspirations for our children is that they have developed a passion for the world and all it has to offer.

**Signed: Stephanie Dowley**

**Date: January 2021**

**See also Teaching and Learning Policy**

