



Rush Common School Professional Practice Document (“PPD”) for the Curriculum

1) Rationale

This document is a statement of the values and aims used for the development of the curriculum undertaken within Rush Common Primary School. The policy aims to take into account diversity and provide equality of opportunities for all within a changing educational landscape and our British Modern Society.

2) Curriculum statement

Rush Common School offers a broad and balanced curriculum, which promotes the spiritual, moral, social, cultural, mental and physical development of children and prepares them for the opportunities, responsibilities and experiences of later life. The National Curriculum provides children with an introduction to the essential knowledge that they need to be educated citizens, but also the curriculum guarantees that we as a school strive to develop the independence of all pupils. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity, challenge and achievement.

3) Values

3.1) Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our school curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent, brave and curious learners.

3.2) These are the core values of our school, upon which we have based our curriculum:

- Be self-respecting individuals who take personal responsibility for their own learning.
- Work hard and achieve their very best.
- Show respect for, and tolerance of, others and the world in which we live.
- Be sensitive to the needs of others with the capacity to empathise with the experiences of people from diverse communities and backgrounds.
- Display determination, self-discipline and perseverance and to be confident to take ‘risks’.
- Be able to respond positively to the challenges they will encounter in the changing learning, work and social environments they will encounter in the 21st century.

4) Principles of learning at Rush Common School

These are the principles of learning in our school, upon which we have also based our curriculum:

- All children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- The spiritual and moral development of each person is as important as their intellectual and physical growth.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community. We use the community as an opportunity to enrich the curriculum.
- We respect each child in our school for the individual they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We teach children to respect our world, and model how we should care for it for future generations, as well as our own.
- Parents are informed about the curriculum through regular correspondence via InTouch, termly overviews on our website, regular homework activities, and curriculum workshops. Parents are positively encouraged to become involved with their child's education as well as wider school life.

5) Aims

Our 'broad and balanced' curriculum at Rush Common School will:

- create a strong and positive learning environment, which is achieved through an explicit values education across the whole school;
- increase children's enjoyment, enthusiasm and motivation for learning;
- challenge the children and teachers to be brave, curious and independent in their learning journey with a growth mind-set;
- ensure that each child's education has continuity and progression across all areas of the curriculum;
- enhance children's spiritual, moral, social and cultural development in order to prepare them for the opportunities, responsibilities and experiences of later life in our Modern British society;
- give opportunities for children to develop higher order thinking skills routed in deep questioning of peers and adults through enquiry based learning;
- allow children to make a positive contribution to their learning by encouraging active, child-initiated and child-led learning opportunities;
- create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be a 'risk taker' in order to develop pupils resilience;
- promote high standards in reading, writing, mathematics, science and IT;
- enable children to be creative through art, dance, music, drama and design technology;
- enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style;
- be enriched by first-hand experiences e.g. trips, visitors and hands-on practical work;
- provide opportunities for children to work individually and collaboratively;

- enable children to be successful at evaluating their own learning and that of others;
- provide equality of access and the opportunity for all children to make progress;
- create coherent cross curricular links between most subjects, as well as embedding Maths and English skills across the curriculum (whilst accepting that some aspects and subjects will be taught discretely);
- recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.

6) Curriculum coverage

Curriculum coverage is planned carefully with key skills progression and Breadth of Study being monitored closely by the Curriculum Leader, Subject leaders and the Leadership Team. Teachers are required to highlight the National Curriculum objectives taught throughout the course of each topic, which is used to ensure coverage and progression for each subject across each key stage.

7) Planning

7.1) Topics at Rush Common School are creatively planned, with direct reference to the National Curriculum, to be challenging and routed in cross curricular practice as far as possible. As an academy, we are able to develop a curriculum that directly meets the needs and interests of our pupils; therefore many 'original' topics have remained after consultation with our key stakeholders. The National Curriculum objectives and key skills have been integrated within these topics where appropriate.

7.2) The main layers to planning are:

7.2.1) Long term planning is apparent through year group curriculum maps. These show an overview of key topics, themes and big questions to be explored across the academic year. For some year groups, a topic may be covered across two terms, as long term planning must remain flexible. The curriculum maps are reviewed and updated each year to match the interests and needs of the children. Long term planning is available to parents on our school website, to ensure that parents can be involved in their child's education.

7.2.2) Medium term planning for each term outlines specific objectives to be taught within each area of the curriculum and the direct links between them. Year groups create termly planning documents to ensure that there is a broad and balanced coverage of the National Curriculum and to plan for clear progression and achievement within and across each term.

7.2.3) Weekly planning breaks down the medium term objectives for all subjects into weekly achievable targets and differentiated activities to meet the needs and interests of all pupils.

7.3) We pride ourselves on the innovative and creative methods that all teachers employ during the planning process to ensure that all learning is fun, challenging

and accessible for all. Some of the additional learning activities that are delivered regularly across all year groups include:

- Morning challenges to extend all pupils higher order thinking and questioning skills through big questions/ statements;
- Free writing activities to encourage writing for pleasure and independence;
- Reading for pleasure through silent, personal reading, as well as the enjoyment of a pupil selected class book;
- Opportunities for the development of a growth mind-set and positive learning behaviours, which are embedded throughout all subject areas;
- Bi-weekly class reflection time encourages children to reflect on global issues, as well as those concerning our Modern British Society;
- Debates and discussions that relate to their spiritual, moral, social and cultural development to broaden and enhance children's understanding of the world.

7.4) English, Maths, Science and IT underpin the teaching of each topic through a cross curricular approach. National Curriculum objectives and skills are taught in core subjects with careful consideration of accessibility and challenge for all pupils. Where subjects do not have a direct link to the main topic, they are taught in discrete lessons such as, R.E, Primary Languages, Science, PSHE and P.E. Children will be taught R.E from the locally agreed syllabus. Each subject area has its own policy to ensure that pupils receive an education in this subject area of the highest standards.

8) Early Years Foundation Stage

8.1) The purpose of EYFS is to give every child the best start in life because it is firmly recognised how much early experiences impact on children's future chances. Clear emphasis is given to children learning actively, through play and conversations and that their learning should take place inside and outside.

8.2) The curriculum is based on the seven areas of Learning and Development as outlined in the Early Years Foundation Stage Framework. The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning

The Prime Areas:

- Personal, Social and Emotional development
- Communication and Language
- Physical Development

The Specific Areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and design
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8.3) It is our aim that, relative to their starting points, the majority of children will successfully achieve, and some exceed, the Early Learning Goals by the end of their time in Foundation Stage. However, we recognise that some children will still be working towards the goals when they enter Year 1. Clear links and arrangements between the Foundation Stage and Year 1 staff ensure that these

children continue to have access to an appropriate curriculum. Where children are exceeding the Early Learning Goals, National Curriculum objectives are taught.

9) Curriculum Enrichment

At Rush Common School we believe that the academic life of our pupils and staff should include much more than what happens in the main stream curriculum. We offer a wide range of experiences and challenges that enrich our curriculum. This is to ensure that our pupils are inspired to learn outside of the classroom and develop the skills required for the world beyond their primary education. All children at Rush Common School have access to a wide range of after school and in school clubs that enrich and enhance their learning across the curriculum. Furthermore, each year group aims to plan a variety of trips over the course of the academic year to extend pupils learning and experiences of a British Modern Society. Subject leaders will also develop activities that provide whole school enrichment and collaborative working across year groups. Enrichment events are shared with parents through our website and our fortnightly newsletters.

10) Pupil voice in the curriculum

Pupil voice enables children to be a part of the planning process at the long and medium term planning stages. Planning is flexible and topics may change based on the interests and needs of the year group, in this instance National Curriculum objectives will be matched to the new topic/ theme to ensure coverage and progression of key skills, as well as facilitating the acquisition of knowledge required. At Rush Common School, we believe that pupil voice is an essential factor in motivating children to learn. At the start of each topic, teachers gather pupils' ideas about what they already know, what they want to find out and what they wonder about a new topic. This input guides the development and content of each project taught, giving pupils an opportunity to take ownership and lead their own learning and educational experiences. Curriculum questionnaires are completed, at regular intervals throughout the year, to find out children's views about the curriculum provided. This information is then used to inform subsequent planning, as well as guide the topic from the outset. Creative, independent learning projects during holidays provide children with the opportunity to conduct their own topic based research to prepare them for the topic ahead, which is then shared and celebrated at the start of a new term.

11) Inclusion

All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities; diversity within school is celebrated often through year group assemblies and sharing time within the classroom. Planning also takes into account the needs of all groups of learners, including those with special educational needs, boys and girls, the highest and lowest attainers and disadvantaged pupils. If we think

it necessary to adapt the curriculum to meet the needs of individual children, then we do so through consultation with key stakeholders.

12) Monitoring and Review

The monitoring and review of our curriculum is conducted in consultation with governors, all school staff, parents and pupils at regular intervals across the academic year. This process is facilitated by the Curriculum Leader, who monitors the curriculum through planning, classroom observations, liaison with the subject leaders and the Leadership Team. Subject leaders monitor the way their subject is taught throughout the school, by examining long-term and medium-term planning, and ensuring that appropriate teaching strategies are used, progression is considered and all groups of learners are achieving their full potential. Subject leaders have responsibility for: promoting enjoyment of teaching and learning in the subject, ensuring that learning is of the highest quality, fully accounting for the standards and provision in the subject and promoting self-esteem and confidence within staff and pupils.

13) Review of this PPD

The Leadership Team reviews the PPD every 3 years. It may however review the PPD earlier, if required.

Approved by the Leadership Team December 2018

Signed: *Jacquie Stevenson* Headteacher

Review Date: December 2021