

# Ribble Drive Community Primary School



## Curriculum Policy

### **RATIONALE**

At Ribble Drive Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Statutory Framework for the EYFS in Reception.

Our rigorous, well-planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The curriculum is all the planned activities that we as a school organise to promote learning, 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 to enrich the experiences of our children. It also includes 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, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

At Ribble Drive Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

At Ribble Drive our values permeate all areas of school life thus we are enabled to realise both our Mission Statement:

"Be the Best You Can Be."

And our Disability Statement:

"To make all reasonable adjustments to ensure that any member of the school community with a disability is not placed at a disadvantage and to endeavour to anticipate their needs in advance of their participation in any activities within the school"

This policy supports Articles 3 (Best Interests of the Child), Article 28 (Access to Education) and Article 29 (Goals of Education) UNICEF: The Convention on the Rights of the Child.

## **AIMS**

At Ribble Drive Primary School, we aim to offer a balanced and broad-based curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

## **PLANNING AND ORGANISATION**

At Ribble Drive Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the EYFS Statutory Framework for Reception.

[2014 National Curriculum for Key Stages 1 & 2](#)  
[Statutory Framework for the Early Years Foundation Stage](#)

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to relevant subject pages).

The EYFS curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests.

In KS1 and KS2 our curriculum is all planned on a yearly cycle.

Information Technology underpins our learning at Ribble Drive. Please refer to our Online Policy.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. The more detailed weekly/fortnightly short-term planning will focus on the teaching process. Planning is used throughout the whole school to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation, teaching assistant direction, vocabulary development and resources required. Key Stages meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

### **Assessment**

Short- and medium-term assessment is the responsibility of the class teacher and is in line with our Assessment Policy. However, teachers will use informal assessment and observation daily to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

In the EYFS, practitioners carry out ongoing formative assessments throughout the year to identify next steps in each child's learning and development. During the final term in reception, practitioners are required to complete the EYFS profile, making a judgement for each child for each individual Early Learning Goal. This is a 'best fit' judgement to say whether the child's learning and development is an emerging or expected level of development, expected at the end of reception.

For further information about assessment, recording and reporting as well as marking and feedback refer to these policies:

**Marking and Feedback Policy**

**Assessment Policy**

**Early Years Policy**

### **The roles of the Subject Leaders and Curriculum Leader**

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Subject leadership is currently undergoing review, but subject leaders are beginning to develop a portfolio of children's work, which show the achievements of children at each key stage and to give examples of expectations of attainment.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject.
- support and offer advice to colleagues on issues related to the subject.
- support staff development and improve the quality of teaching and learning over time.
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny.
- monitor and evaluate teacher's planning and teaching.
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. other schools, governors, the LA about matters relating to their subjects
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans

The curriculum leader has responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that fun, laughter and hard work underpin Ribble Drive' curriculum development.

### **Risk Assessment**

Whilst planning for the curriculum, teachers will consider any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations.

### **Inclusion and Differentiation**

To provide all pupils with relevant and appropriate work at each stage:

- We set suitable challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mind set in all our children linking back to our school motto - *Be The best You Can Be*. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

### **Curriculum Entitlement**

Across the school we deliver many of the curriculum areas through a question-based approach. The key drivers for this learning are:

- Planned around the distinctive needs of our children at Ribble Drive
- Enquiry-based to promote curiosity
- Outcomes driven to raise standards
- Embedding the application of basic skills
- Making learning meaningful and setting it in context
- Making writing meaningful
- Empowering learning
- Underpinned by latest thinking about quality learning and brain-based learning

Medium term plans allow the teachers to structure teaching and learning to ensure not only National Curriculum coverage but that it meets the needs of our children by reflecting on the aims, intent and vision of our school. At this stage thought will be given to the learning opportunities provided and the desired learning outcomes. Within this we will incorporate:

- The children's own ideas and questions
- How the theme will be introduced (a 'wow' factor to get the children engaged)
- Opportunities for visits or visitors
- A focused learning outcome at the end of the theme e.g. a presentation, dramatisation or production of an artefact
- How children's work will be presented e.g. theme book, artwork, recording through ICT, display

### **Curriculum Communication to Parents**

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress.
- School website and year group pages inform parents what has been happening in the wider curriculum.
- Class Dojo informs parents specifically about a class within school on the day-to-day lessons and learning of this specific group of children. Children's achievements are celebrated.
- The schools Facebook page informs parents instantly of whole school or enhanced activities which are taking place.

Teachers are of course also available at the start and end of each day for any necessary communications. Teachers regularly use Class Dojo to communicate with parents, and the school office is another port of call.

### **Enhanced Provision**

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

### **Resources**

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high-quality delivery of our curriculum.

### **MONITORING AND REVIEW**

Focus monitoring is on a yearly cycle:

Monitoring ensures that all curriculum areas remain high priority.

We have named link governors for all curriculum areas including Special Needs.

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

*Revised: Autumn 2025*

*Review: Autumn 2027*