

Curriculum & Enrichment Policy

Overview

At Rosemary Works School, we aim to provide a curriculum to develop inquisitive, independent thinkers with a love of learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged. We intend that our curriculum should imbue in our students these qualities: responsibility, independence and a sense that learning can excite and invigorate throughout life.

1 Introduction

The curriculum at Rosemary Works School is intentionally varied and allows for different tempi in terms of pace in order for them to have a truly broad and balanced learning experience. In addition to the core and foundation subjects, we provide children with the following activities according to age group:

| | Swimming | Languages (French, Spanish, German) | Italian | Forest School | Coding | Ukulele | Music (specialist) | Meditation (specialist) |
|-----------|----------|--|---------|------------------|--------|---------|-----------------------|----------------------------|
| Nursery | | | | | | | | |
| Reception | | | | | | | | |
| Year 1 | | | | | | | | |
| Year 2 | | | | | | | | |
| Year 3 | | | | | | | | |
| Year 4 | | | | | | | | |
| Year 5 | | | | | | | | |
| Year 6 | | | | | | | | |

Children in Years 1 to 6 also experience Democratic Time every Friday (similar to Golden Time) and the children in the Upper School do weekly sports at the aforementioned Leisure Centre.

Enrichment Time is when, for one afternoon per week, the children from Year 1 upwards merge and follow a curriculum specifically planned by each teacher based on a whole school topic. Children explore aspects of learning collaboratively with mixed aged groups and by the end of a unit of work, they produce artefacts, displays and media to show their efforts. The curriculum is topic based and teachers use a creative approach to learning. Science, music, art, PE, humanities, RE, dance and drama are predominantly the foci for enrichment sessions, and in addition, they involve an educational trip and/or a special guest. This year's topics are:

Term 1 - The Victorians (History)

Term 2 - Festivals and Celebrations (RE, SMSC)

Term 3 - Famous Artists (Art)

Values

We underpin our school by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

In Rosemary Works School:

- We value the way in which all children are unique, and 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 value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community;
- We value the rights enjoyed by each person in our society. We respect each child in our school for who 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 value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it.

Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy and numeracy;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum adapted by the school and other areas of curriculum;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. This topic web then relates to schemes of work and our planning framework for each subject. This is reviewed regularly.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each core subject lesson.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

We adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and (where appropriate) early learning goals, and there is planned progression in all curriculum areas.

Individual teachers take responsibility for individual subjects and ensure co-ordination and continuity.

Children with special and individual needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We may provide additional resources and support for children with special needs, in discussion with parents.

A Mid-Year Summary is drawn up for each of the children in the Spring Term. This sets out the nature of their individual needs, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with our nursery and the children attend the school before they transfer.

During the children's first term in the reception class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Key skills

The following skills are deemed 'key skills' by the school and parents:

- application of number;

- ability to read;
- problem-solving;
- developing social skills;
- communication.

In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

Monitoring and review

The head teacher is responsible for the day-to-day organisation of the curriculum. He monitors the weekly lesson plans for all teachers, ensuring that all classes meet the needs of the children, and that all lessons have appropriate learning objectives.

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