

Curriculum Statement 2022/2023

Learners at Richard Hill Primary School deserve the very best educational start in life and this entwined with our Christian Ethos is at the heart of all that the school does right from the Early Years Foundation Stage. Throughout their time at Richard Hill, children should grow personally, spiritually, culturally and academically. By the time they leave they should have a range of embedded knowledge and skills, secure learning behaviours to continue to be lifelong learners and have encountered a broad set of experiences that will prepare them fully for the next stage of their education and their life beyond. The aims outlined below have been developed by senior leaders and trustees.

Curriculum Intent:

Knowledge and Skills

- Children will secure key knowledge and skills across the curriculum that compare favourably to those of similar aged children nationally
- Children will be offered a broad and varied range of learning experiences that seek to extend and challenge
- Learning will be linked together wherever possible to develop a clear context for the learning
- Skills applicable to the 'real world' will be developed across all age groups, through experiences that extend beyond the classroom and enable them to build personal cultural capital
- Teachers and children will utilise the latest technologies as an integral part of learning
- Children will build an understanding and appreciation for ideas and experiences that compare with and contrast with their own

Development of the Whole Child

- Children will learn how to develop positive relationships, based on a deep-rooted understanding of community and Christianity
- Children will develop a high sense of personal ambition and how to balance this with caring for and supporting others
- Children's happiness, physical and mental health will be promoted and their passions nurtured and developed
- Children will build personal resilience and flexibility of thought through constant challenge and reflectivity
- Children are well prepared for the next stage of their education Curriculum

Implementation

Delivery

The curriculum at Richard Hill is set out into year groups or mixed year groups where subjects are blocked across a half term. Where there are mixed year group a two-year rolling programme is in place. Specific skills and knowledge objectives from all subject areas are included from the Statutory EYFS Framework and the National Curriculum for KS1 and 2, together with clear outcomes and additional guidance where necessary. All areas of coverage expectation are included and it is clear which elements of which subjects are statutory/non-statutory recommendations.

Reading

Reading is at the heart of everything we do at Richard Hill. Whilst we have a novel led approach to English reading is taught every day. It is embedded in how we teach the wider curriculum subjects making sure there is exposure to all genres of reading such as fiction, non-fiction, poetry and playscripts. We feel that teaching reading, exposing children to high quality literature on a daily basis, hearing reading, book talk and a community of book lovers with book clubs for all children. This immersion in book is essential and in turn we believe this is a passport for children to the wider world and starts for us in the Foundation Stage. Children use reading as a vehicle to make cross curricular links and expand vocabulary on a daily basis with clear progression set out for each year group in terms of subject specific vocabulary.

We have a diverse and high-quality range of texts being taught from in all year groups with a clear variety to the genres that are being covered. Children have reading lessons every day which focus on the VIPERS approaches to deepening their understanding of a text and developing their skills. The range of texts used for reading are indicated on the school Literature spine including promote wider reading and connecting curriculum subjects, focus authors and poets for each year group. The children learn poetry off by heart and perform this half termly to the whole school.

English

Every half term, the English curriculum is taught by studying a high-quality novel where writing opportunities are derived from this. Novel Study usually starts with a launch, where a series of 'hook' lessons are planned to excite the children and generate a real buzz for the novel. During the launch, children will make inferences and predictions about the text after exploring a curiosity kit- a selection of key items that link to the novel. The children are taught to develop an in depth understanding of the novel - exploring the key themes, events, and plot. Children are then supported in how to apply the content taught through a high-quality modelled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience.

Early Reading

Systematic Synthetic phonics is taught daily using Little Wandle Letters and Sounds Revised in EYFS and year 1 and this moves into year two with them progressing into spelling patterns by the spring term. Spelling lessons are taught across the school 3 times a week. The words are chosen across a half term with a focus on the taught spelling patterns, year group spelling lists and wider curriculum vocabulary. We encourage children to practice spellings as part of homework using multisensory techniques.

Maths

At Richard Hill, we strive for children to have a positive attitude to mathematics as a thought-provoking and valuable subject that is important in everyday life. In order to be prepared for life beyond school, our pupils continue to work towards a level of fluency in the fundamentals of maths through varied and frequent practice and the ability to recall facts and apply this key knowledge rapidly and accurately. Children will receive a mastery led curriculum through the delivery of Power Maths where they understand mathematics conceptually through a process of enquiry, reasoning and problem solving. Learning activities allow children to work cooperatively, collaboratively and independently, providing opportunities to develop academic and social skills. A culture where perseverance and resilience is celebrated prepares our children, by exploring transferable strategies to solve problems, breaking down sophisticated problems into smaller carefully thought-out steps. There are opportunities for all children to challenge themselves, putting no limit on the depth of their understanding. Our whole school belief is that everyone and anyone can be good at maths.

The Wider Curriculum

The curriculum is to be delivered to each year group in years 1-6 via blocks of subject specific learning. By blocking subjects, we focus on subject disciplines to increase depth of learning and understanding by learners of which curriculum area they are studying. In this design it allows for all stakeholders to see the curriculum as the progression model with the focus on prior learning, new learning and next steps for learning always being made explicit as part of the teaching process. It also allows for a clear purpose for assessment. By blocking our subjects, it allows us promote wider reading every day during reading sessions.

In each year group the children will visit a place of worship in line with the locally-agreed syllabus of the Leicestershire Religious Literacy for All by Leicestershire SACRE in addition to visiting our local church on multiple occasions across the year. PE will have a core offer of PE lessons on a weekly basis, a daily boost session led by midday supervisors at lunchtime, swimming in lower KS2 and Forest Schools for our year 6 children. All year groups will have access to visitors and expert sessions across the year. Learning behaviours and the awareness of being mentally healthy will also be visible in the children's learning as they progress through the themes.

Subject leaders will actively monitor their own subject areas of responsibility and plot the coverage of knowledge and skills needed by each year group against an evidence base collected through the work produced.

All children should produce a well-presented/organised evidence base in their exercise books as agreed by school resourcing. These books should be subject to the agreed guidance measures updated at the start of each year and should be a true and accurate record of the children's levels of achievement and progress. We have pride and presentation guidance for staff and children to ensure consistency so that children are not relearning basic skills when they enter a new phase or year.

- Use assessment to directly impact learning.
- Use displays to inspire children and showcase excellent development in the work produced from this.

Impact

Expected Outcomes

- Pupils and staff know and can articulate precisely what aspects of skills and knowledge the child is successful at and what the child needs to do to improve (built on consistently high expectations).
- Common and specific misconceptions are identified and corrected
- Feedback should be incisive, timely, age appropriate and lead to the child making improvements to their learning (and time given time to do so)
- Children's efforts are recognised and they feel appropriately valued for what they do
- Children should take pride in their learning and be eager to use feedback to improve it All feedback & marking activity should focus on what is effective rather than what 'looks good'

Feedback

Teacher feedback and marking should demonstrate impact. When asked, children should be able to tell you or anyone else 3 things:

1. What they can do well with their work in that subject – Recent Successes
2. What learning behaviours they demonstrated to be successful
3. What they need to specifically do to improve it – Next Steps

Learning Environments

Learning environments are key to the continued learning of individuals and whole class groups.

Excellent learning environments within Richard Hill should:

- Have a clear space for worship and reflection
- An area which clearly reflects the school rules and learning behaviours expected of the learners
- Have working word walls that both develop and promote oracy
- An area which has clear guidance and support on the promotion of well-being
- Be safe, well organised and positive with clear opportunities for practice and praise.
- Evidence high expectations and appropriate levels of challenge.
- Be a space where learning is a habit.
- Promote independence through accountability, choice and collaboration.
- Contain bespoke, personalised learning opportunities that are underpinned by strong teacher/child relationships.
- Value questioning, success criteria and a variety of learning models.
- Build a connected learning community culture where children are encouraged to take risks and learn through making mistakes.