



Robertswood School Curriculum Policy

Our School Approach and Curriculum Principles

An environment that provides a safe, happy, well-supported and well-resourced experience is an important component to delivering a National curriculum that provides children with the opportunities to develop high levels of self-esteem, resilience and emotional literacy and, in the process, achieve well academically through Robertswood's nurturing approach. We want our children to use knowledge skilfully so that they are prepared well for the next phase of education and contribute positively to life in general.

So, Robertswood aims to prepare each child for their future, giving them a strong foundation in Mathematics, English and a full range of other subject areas, as well as the skills to succeed in life. It works on the basis that students need a knowledge-based curriculum to ensure they have solid foundations across a range of subject areas, and that a structured, well-planned curriculum, which offers appropriate progression and builds on prior learning. This approach, through the acquisition of new knowledge, is highly motivational for pupils, and the scope for achieving mastery builds confidence and self-esteem.

Intent

At Robertswood School, we want our children to aspire to be the best they can be in all aspects of life. We value each child as an individual with a unique potential for learning.

Our curriculum is designed to provide a broad and balanced education that meets the needs of all children. It has been designed to take account of the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, listening, speaking, problem solving, creativity, staying positive, aiming high, leadership, teamwork, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.

Implementation

Using the Early Years Foundation Stage Framework and National Curriculum as a basis, age-appropriate progression in knowledge for each core and foundation subject has been identified. This has been mapped out to ensure coverage of identified knowledge is secured across KS1 and KS2. We carefully select the sequence of when, what and how knowledge is taught and Subject Leaders work actively to review this aspect regularly. In addition, the specific skills required to be successful in each subject have been identified and crafted into structured progressions.

We have developed a multi-sensory approach to learning which underpins and enables the application of skills which helps children to know, remember and do as they move through the school. English and maths are explicitly also taught in the context of other subjects. We strive for children to learn skills alongside knowledge, ensuring that both are developed. At Robertswood School, we see knowledge and skills as intertwined. The curriculum is about how we can ensure that pupils can achieve both. We do this by having an

emphasis on discrete and cross-curricular teaching. Lessons are taught predominately as whole classes with aspects of teaching and / modelling knowledge and skills in order for children to become fluent with the opportunity to apply them skilfully in different situations including across different subjects. We believe that this is important for making the curriculum relevant and meaningful to pupils and for putting knowledge into context. We believe it is our responsibility to develop literacy and numeracy skills for all our pupils.

Learning

Robertswood School has recognised the use of clear, focused learning intentions and success criteria as an effective tool in gaining intended learning outcomes. Staff use effective questioning techniques to develop higher order thinking skills. In lessons we strive to provide as many recall and application activities as possible to support the retention of knowledge and understanding.

Subject leadership

At Robertswood School, we have proactive subject leaders who oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases. Staff are committed to delivering high quality learning experiences throughout the curriculum. Support staff have developed their knowledge and skills in order to further enhance the quality of learning.

Curriculum Impact

The impact of the curriculum is evident in the outcomes for all pupils through –

- a learning environment which is vibrant and reflects the rich and varied opportunities our children encounter.
- engaged motivated children who take learning with them prepared for the next stage of their education.
- assessment data which reflects progress made against national expectations.
- individuals who make a positive contribution to the world they live in taking account of our Star Values.
- pupils who benefit from knowledge and skills embedded through regular opportunity to practise and rehearse prior learning.
- Learners who
 - are ready for the next stage of education; confident and prepared to embrace opportunities and follow their interests and aspirations.
 - are confident, independent and resilient; displaying a thirst for learning.
 - are kind; showing empathy and compassion whilst valuing diversity.
 - are culturally knowledgeable about our country and our world.
 - have an appreciation of our history and their place in it.
 - have knowledge and experience of art in all its facets and an appreciation of music.
 - have religious understanding and respect for all beliefs.
 - have an enjoyment of physical exercise and activity.