

## Nawton and Rosedale Abbey CP Schools Federation

### Rosedale Abbey Community Primary School Curriculum Statement

At Nawton and Rosedale Abbey CP Schools we provide a broad and balanced curriculum with relevant and meaningful links between subjects.

Our curriculum aims to:

- Provide a broad and balanced education for all our children within a safe, happy, stimulating learning environment.
- Strive to enable all our children to achieve their full potential and we will celebrate their success.
- Develop the whole child- academically, physically, socially, morally, and to prepare them for future challenges in our ever- changing world.
- Recognise the value of each child as an individual, and the importance of nurturing every aspect of their personalities.
- Encourage each child to develop their own reasoned set of attitudes, beliefs and values as well as fostering their tolerance, kindness and respect for others.
- Nurture children's self-esteem and confidence to encourage them to take responsibility and pride for all their achievements.
- Promote independent attitudes towards learning.
- Maintain effective partnerships between teachers, governors, parents and the community.

#### Curriculum Intent:

Our intention is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

It is our intention that all Nawton pupils have **SPiRiT:**

**S**trong sense of community

**P**ride in all that they do,

**I**ndependence,

**R**esilience and perseverance when facing challenges,

**I**nquisitive thinking,

**T**olerance, kindness and respect to all others.

#### Curriculum Implementation:

Our curriculum is delivered using a two year rolling programme for Key Stage 1 and Key Stage 2 to enable all pupils to receive their full entitlement within our mixed-age class structure.

English, Mathematics, Science, RE, PSHE, Computing, Music and French in KS2 are taught as discrete lessons with planned opportunities to apply key skills across the wider curriculum. Geography, History, Art and Design are taught through integrated topics.

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors, regularly review and quality assure the subject areas to ensure that is being implemented well and coverage and breadth and balance is adequate.

The curriculum at Rosedale Abbey is carefully mapped out to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject ensuring sufficient coverage and sequential progress across each subject over time. New learning is based upon what has been taught before and prepares pupils for what they will learn next. There are clear end points which pupils work towards on their learning journey. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey.

### **Enrichment:**

Enrichment is improving the quality and breadth of the education we offer and dramatically enhancing the impact of our curriculum. Our curriculum is enriched in a variety of ways including:

We plan educational visits and invite visitors to our school for cultural, historical, geographical, scientific, artistic as well as entertaining experiences, with direct links to our curriculum.

There are termly planned opportunities for all children within our Federation to learn together at both school sites.

Teams from school take part in sports fixtures and tournaments.

Children in Year 5 and 6 participate in an annual residential outdoor learning experience.

### **Progression and Assessment:**

In EYFS Regular observations and assessments of learning are recorded and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes.

Pupils' learning across the curriculum is assessed using the outcomes from the subject schemes of work. KS1 and KS2 Pupils' learning is assessed during and at the end of each Theme, usually half termly or termly, using the learning outcomes from each Scheme of Learning. The assessments contribute to a summative judgement at the end of the phase, Reception, KS1, Y3/4 and Y5/6 or year.

**Impact:**

We strive for our curriculum to lead to good outcomes and results for the pupils at Rosedale Abbey CP School. We aim to be at least in line with national averages for outcomes at the end of EYFS, KS1 and KS2 and in the phonics screening test for our Year 1 pupils. We aim that all our pupils have passed the phonics screening test by the time they leave Year 2 unless there is a special and specific learning need.

We measure curriculum success regularly through:

- Work scrutiny of work
- Formal and informal lesson observations
- Pupil voice
- The assessment of knowledge and understanding daily to inform planning allowing for continued progress and opportunities to work at greater depth.
- Termly class teacher data meetings where progress is monitored and challenged where necessary.
- Track progress via our school data tracking system and end of year assessments in KS1 and KS2, the EYFS, Phonics in year 1 and multiplications tables' tests in Year 4 form judgements about whole school attainment.
- Reporting Progress and attainment termly through Parental Consultation Meetings and end of year School Report