



Russell Street School

Curriculum Policy

The principles which lead our curriculum are organised under 4 themes:

Unique Child

Positive Relationships

Enabling Environments

Learning and Development

These themes reflect our commitment to providing a creative curriculum which addresses the needs of the whole child.

Unique Child

Our planned and hidden curriculum will:

- Overcome barriers to learning, be inclusive and ensure equality of access and opportunity
- Challenge discrimination
- Cater for all learning styles
- Personalise learning
- Provide challenge and promote achievement for all
- Develop a love of learning and a growth mindset that relishes challenge
- Use the advice of 'expert' partners in personalising the curriculum to match the needs of individuals and groups
- Map provision for groups and individuals to ensure personalisation, continuity and progression
- Use high quality interventions to personalise the curriculum for individuals
- Promote physical activity and healthy lifestyles

Positive Relationships

Our planned and hidden curriculum will:

- Promote spiritual, moral and cultural development
- Promote safety, health, well being and a sense of security
- Promote core values
- Promote respectful relationships through Restorative Practices
- Provide opportunities for collaborative work and the development of social skills
- Promote personal and emotional development and skills
- Promote the development of self esteem and enable children to value themselves and others
- Celebrate diversity and promote positive attitudes to difference
- Promote community cohesion
- Promote the involvement of parents in their child's learning

Enabling Environments

Our planned and hidden curriculum will:

- Be delivered in an environment that meets children's basic needs
- Provide quality play and experiential experiences with a focus on learning and development
- Maximise opportunities to learn outside the classroom and promote the idea that learning can happen anywhere
- Use Forest School environments and principles to promote learning outdoors
- Use stimulating and exciting environments, both inside and out, that enhance and facilitate learning
- Be supported by effective classroom organisation and display

- Use visits and visitors to enhance learning
- Use our local community to create real contexts for learning
- Use international links to create real contexts for learning and to develop a global dimension
- Develop the skills and provide the resources for children to make independent choices about the use of ICT and other tools

Learning and Development

Our planned and hidden curriculum will:

- Be informed by assessment for learning
- Deliver the National Curriculum and the Early Years Foundation Stage Curriculum in thematic, cross curricular contexts
- Organise thematic learning under the 7 areas of learning from the EYFS and promote the development of each area:
 - Communication and language
 - Physical development
 - Personal, social and emotional development
 - Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design
- Create contexts for learning through dynamic, rich, varied, relevant, motivating and stimulating themes that build on children's interests
- Ensure regular opportunities to apply English, mathematical and ICT skills across the curriculum
- Be delivered through 'quality first teaching' which will be detailed in our school provision map and in our Local Offer
- Focus on learning and on cross curricular skills for learning
- Be appropriately pitched and paced
- Ensure continuity and progression
- Ensure breadth and balance
- Develop attitudes and skills that enable children to be flexible and responsive in an ever changing world

Our principles will be implemented in our long, medium and short term planning and will be reviewed annually.