



## CURRICULUM POLICY

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Staff Responsibility:	Headteacher / PTL Governors Year Leads

### Introduction

This document lays out the rationale behind our curriculum our approach to implementing it and its intended impact. It explains what we want pupils to know and be able to do at each stage of their education, why these things matter and how they cohere.

At our school the Foundation Stage Framework and National Curriculum are statutory. They lay out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each stage of learning. Our School Curriculum incorporates these documents and goes beyond it. We have adapted and extended the curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

### Intent

Russell Street School's curriculum provides **exciting experience-based integrated** educational opportunities for **pupils of all backgrounds** that allow each child to develop the **long term** knowledge and skills needed to reach their **full potential**, in order to take **full advantage of opportunities, responsibilities and experiences of later life**.

Pupils will:

- **develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum**, so that children can flourish, reach and exceed their potential academically, physically and artistically.
- **have a holistic set of values** that prepares them for life in the modern world in a diverse and ever changing community.
- **develop the behaviours learners need to succeed in the world**, such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.
- **understand spirituality in themselves and others, develop social skills and understand society**, build a firm set of personal morals, and to engage in the culture they live in and understand the cultures of others.

Through the delivery of integrated, exciting, motivating and relevant topics pupils are taught how to:

**Question** and challenge

**Make connections** and see relationships

**Envisage** what might be

**Explore** ideas, keeping options open

**Reflect** critically on ideas, actions and outcomes

**Young children are naturally good thinkers and our foundation stage curriculum enhances this way of learning.** We will encourage the children to bring everything they know to their learning, everything will be linked and everything will be relevant. If they are learning about gardens, then they read and write garden stories, sort and draw plants, count seeds, weigh soil, study and taste food that grows in a garden, sing about gardens, print gardens, draw gardens, paint gardens, dig gardens and plant gardens.

At Russell Street School **our fully integrated curriculum offers rich and exciting programmes of learning that give cohesion, meaning and motivation, developing the creativity, curiosity and energy of young people.** The units of work

pull learning into a single field of study and a therefore understandable unity. This means that classroom environments are focused centres of learning, and with such a shared focus and consistency between year groups and key stages, this ensures the whole school becomes a high-quality learning zone for all children and staff.

By linking subjects, timetabling the required curriculum to be covered is simple. There is **more time for pupils to gain hands on experiences, have more problem solving/research tasks and therefore learn in greater depth. Facts learnt are anchored to meaning and have definite relationships with each other.** There is 'learner centred learning'. Pupils work in teams, exploring and helping one another while the teacher sets directions, offers opportunities and acts as a guide and resource. The children ask better questions, seek their own answers and gain deeper insights than they had before.

Our School Curriculum is designed to:

**1. Teach our pupils to learn well:** Learning happens in a relationship between teacher, pupil and the tasks children engage with. We see the quality of teaching and depth of challenge in our classes as fundamental. So too are the attitudes and behaviours pupils bring to learning. The extent and quality of pupils' engagement in class is crucial - the learning happens in their brains and bodies. Our curriculum enables children to understand what effective learning is, understand themselves as learners and develop their capacity to make the most of learning in school.

**2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success:** Wellbeing, in terms of both physical and mental health, is essential for effective engagement with school and wider life. Our pupils need to feel secure in themselves and their environment and relaxed but alert to learn. They need to believe in themselves as successful people and aim high in order to make great progress. We create a nurturing, happy, organised environment in which our pupils can thrive. We teach them about wellbeing and how they can be happy, healthy people.

**3. Ensure broad and balanced knowledge of the world:** The Foundation Stage Framework and National Curriculum are an entitlement and we ensure all pupils access them fully and well throughout their time at our schools. We provide wide-ranging and coherent knowledge across the curriculum, to equip our pupils for success in key stage two, secondary school and their adult lives. We aim to ensure a breadth of experience and knowledge that closes gaps in cultural capital between different groups of pupils. We want our pupils to learn about a broad range of possibilities in their lives, so they can aspire with purpose and ambition. Pupils need opportunity to develop lines of personal interest and expertise. We provide a broad, coherent and structured curriculum, that aims at sustained mastery for all and a greater depth of understanding, in all subjects.

**4. Ensure high levels of competence in the core subjects of English and maths:** Effective use of English and fluent mathematical knowledge are prerequisites for success across the curriculum. In particular:

a. We think largely in language. The ability of pupils to consider broad and abstract concepts is dependant upon both their vocabulary and the sophistication of their grammar.

b. The ability to understand the ideas of others and communicate one's own thoughts is central to learning in school. The quality of collaboration in our classes is dependent on pupils' standards of English.

c. Learning in school and more broadly in life is hugely dependent on the ability to read. A very large amount of information in our society is communicated in written form.

d. Numerical fluency is core knowledge required by all subjects across the curriculum. Maths develops the skills of reasoning, deduction, problem-solving, representation and logical connection, which are crucial thinking tools for wider learning.

Our curriculum enables our pupils to become sophisticated and flexible users of English and maths, as well as highly competent readers and writers.

**5. Teach our pupils to live well in a diverse world, as confident, responsible citizens:** Diversity is a defining characteristic of our community. Our children need to learn how to live and work positively in the context of difference. They need to understand how lines of social inequality and marginalisation impact on them, as well as how to challenge these in constructive and responsible ways. We aim to be a culturally competent organisation

and teach our children to be culturally competent people, with a mature self-identity, as well as understanding and respect for others.

## Content

The details of most subjects we teach are laid out in our Progression in Knowledge and Skills Overviews. We have applied the following principles to progression mapping:

- Knowledge is sequential. New knowledge builds on prior knowledge in a clear and structured way.
- Progression maps for each subject are complementary. We link across subjects where we can and teach them in combined ways.

We have not designed a Progression Map for everything we do. Some aspects of our curriculum are ongoing approaches, others are regular routines and some are deliberately open-ended in terms of content, so that learning is led by our pupils. In English and maths, the Foundation Stage Framework and the National Curriculum provides a high level of detail on content and progression, so we rely directly on that, and in the case of maths, we also use the Maths No Problem scheme of Learning.

The tables below outline what the key aspects of our Schools Curriculum are and the ways in which they are designed to fulfil intent.

Intent 1: Teach our pupils to learn well.	
Subjects & Approaches	Explanation
Values 	Russell Street School values guide all our work. They are active values, focused on behaviours that are positive for learning and wider life. At our school, we all aim to be: STARS - safe, together, achieve, resilient, special.
Behaviour	We run a very successful whole school approach to managing and developing children's behaviour. Our approach to behaviour is not simply to manage children well; we aim to enable children to learn to behave in increasingly mature, self-controlled and positive ways. We see the development of great behaviour as part of our Curriculum. Please see our Behaviour Policy for more information.
Mindset	The attitude children bring to their learning in general and to particular subjects is crucial to their success. If pupils believe they cannot achieve something, they will limit themselves significantly. If they approach subjects with confidence, they are likely to try harder and cope better with setbacks. In education we refer to 'fixed' or 'growth' mindsets. A fixed mindset is an attitude which assumes we are either good at things or not. This attitude leads us to feel demotivated and put little effort into things we have decided we cannot do. A growth mindset recognises that we can become better at anything through effort and practice. It focuses not on a limiting sense of who we are now, but on an enabling sense of our potential. At our school we aspire to build growth mindsets in all our pupils. We encourage positive attitudes to mistake making, actively develop resilience in children and focus praise on their efforts.
Ability and Setting	<p>In education, the language of 'ability' is often used to describe learners in permanent terms. Intelligence is seen as intrinsic and fixed. This leads to pupils being 'set' in classes or groups and given different levels of work according to their supposed 'ability', and to teachers giving different levels of work to children. It is a fixed mindset approach imposed on children.</p> <p>However, neuroscience teaches us that our brains are in fact very plastic. Our 'intelligence' is not a fixed entity, it grows with learning and practice. The 'ability' of any pupil is thus a current, not permanent or inevitable</p>

	<p>description; with high expectations, good teaching, the right attitude and lots of effort, everyone can make significant improvement in any field of study. Systems that set pupils and their work according to ability are self-fulfilling. Pupils placed in lower groups are given less challenging work and so have less opportunity to learn. They are defined by their low status in school and so develop negative mindsets about their potential.</p> <p>Nationally, setting by ability tends to follow lines of social inequality. The disadvantaged are more likely to end up in low ability sets and advantaged children find themselves in top groups. Setting by ability creates and embeds inequality.</p> <p>At our school, we use ability setting carefully and never in ways which determine children's outcomes or identity as learners. We focus less on setting and more on giving pupils choice; we support our children in knowing themselves best as learners and knowing what the appropriate level of challenge is in any particular lesson. We expect everyone to be successful. We concentrate on providing excellent teaching, that rapidly helps pupils identify and close gaps in learning. We develop positive attitudes to learning in our pupils. We place a high premium on effort.</p>
Feedback	<p>Constructive feedback is one of the most effective tools for enabling learning. In our school we do not engage in laborious book marking. Instead we analyse pupils' learning on a daily basis and feedback to them in timely, specific ways, helping children build on their strengths and close gaps in knowledge and understanding.</p>
Environment	<p>The spaces in which children learn have real influence on their states of mind: on their ability to organise their thinking and bring a positive, focused attitude to learning. We aim for environments that are engaging, with accessible displays and resources that promote learning. We create organised and flexible working environments. We do our best to flood them with natural light.</p>
Play	<p>We believe that opportunity for inclusive, creative play is a crucial element of our Curriculum. Play is the natural way to learn. Its benefits include:</p> <ul style="list-style-type: none"> <li>● <b>Social and Emotional Development:</b> Play involves learning about collaborating, compromising, communicating, competing well, resolving disputes and caring for friends. It is a key way in which children develop self-regulation.</li> <li>● <b>Well-being:</b> Great play is enormously absorbing and fun.</li> <li>● <b>Learning:</b> Play is a laboratory of life, in which children practice and explore the wider world. They embed learning, develop understanding and discover personal interests, talents and identities.</li> <li>● <b>Creativity:</b> Play is an intrinsically creative activity, which stretches learners' imaginations.</li> <li>● <b>Rights:</b> Play is a right under the UN Convention on the Rights of the Child. We aim to ensure that break and lunchtimes involve vibrant and happy learning through play for all our pupils.</li> </ul>
Collaboration	<p>Collaboration is a key skill for learning and life. Learning throughout children's schooling requires them to work regularly and effectively with others. Pupils learn a huge amount from each other. The ability to cooperate is key for a successful adulthood. In our school, collaborative activities are central in the way we teach in classes. We have designed cross-class learning opportunities into our Curriculum.</p>
Home Learning	<p>The purpose of the home learning we set is:</p> <ul style="list-style-type: none"> <li>● To encourage parents to engage in the learning their children are doing at school and equip them to feed back to us about learning needs they see in their children.</li> <li>● To enable children to practice and reinforce learning at school.</li> <li>● To encourage self-discipline and organisation around independent learning, to ensure pupils are ready for key stage two.</li> </ul>

	We have designed our home learning programme to ensure it is accessible to all our families, offers choice and opportunity to be creative. We have attempted to keep the amount of home learning we set at a reasonable level. We think it very important that children have plenty of time in their lives to play!
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<b>Intent 2: Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success.</b>	
<b>Subjects &amp; Approaches</b>	<b>Explanation</b>
Personal Social Health and Economic Education (PSHE)	Many aspects of PSHE are taught through other subjects. We also teach regular PSHE lessons.
Regular Exercise	Physical health is essential for children's wider wellbeing, for their mental health, academic success and to help them develop constructive attitudes to health in adulthood. In our school we engage pupils in 'active breaks' and 'active play' to encourage fitness.
Mindfulness	We engage pupils in daily mindfulness practice – through daily circles, Jigsaw relaxation and quiet spaces. This has well-evidenced, positive impact on mental wellbeing. It enables pupils to be more focused and present in lessons.
Cultural Experience	We build a significant cultural experience into every one of our topics. Our aim is to build broad cultural capital amongst all our pupils.
Relationships and Sex Education (RSE)	RSE is part of PSHE. Education about relationships runs throughout our Curriculum. In particular we address it through Behaviour, Play, PSHE and Cultural Experience. Sex Education is taught in Year 2, in a block in the Summer term. It focuses on helping children understand bodily changes. Parents have the right to withdraw their children from Sex Education lessons. We inform parents about the content of lessons before they take place and provide alternative provision if parents do not want their children taking part.

<b>Intent 3: Ensure broad and balanced knowledge of the world.</b>	
<b>Subjects &amp; Approaches</b>	<b>Explanation</b>
Physical Education (PE)	We take an 'interleaved' approach to teaching these subjects through our termly unit maps.
Computing	
Science Knowledge and Skills	
Design & Technology (DT)	
History	
Geography	
Religious Education (RE)	
Art & Design	
Music	
French	French is taught through the online learning platform Linguafun. This is a highly proven and effective language learning tool. It enables pupils to learn French in personalised ways and develop their skills beyond the classroom.
Clubs	We offer a wide range of extra-curricular clubs, both before and after the school day and at lunchtimes. Clubs are offered at a range of costs and our aim is to ensure that all pupils have the opportunity to engage in extra-curricular activities as a means of enabling them to discover and develop particular talents and interests.
Musical Instruments	Our school offers pupils the opportunity to learn a range of musical instruments, through private tuition in school, organised by MK Music Hub. The school subsidises the cost of this for families in challenging financial circumstances, to ensure all pupils can participate if they wish.

<b>Intent 4: Ensure high levels of competence in the core subjects of English and maths.</b>	
<b>Subjects &amp; Approaches</b>	<b>Explanation</b>

Oracy and Vocabulary	<p>We consider it essential that our pupils learn to understand and use sophisticated spoken language, employing complex grammatical structures and a wide and appropriate vocabulary. Our children’s language knowledge informs their ability to communicate with others, to read and write and to think. A key gap between economically advantaged and disadvantaged children in our society is the extent and sophistication of their language. We intend to close this gap, enabling all our pupils to use and understand a wide range of vocabulary in precise ways.</p> <p>Oracy and vocabulary development are woven throughout every subject in our curriculum. Alongside our Progression of knowledge and skills Maps, we use key technical vocabulary is listed in our termly unit overviews. Many lessons will include a specific word learning stage. We have developed a whole school approach to this. We expect all pupils to master the key vocabulary in each subject, at each stage of learning, as they progress through our curriculum.</p> <p>As well as teaching vocabulary and grammar, we provide opportunity to apply language, through discussion in lessons across the curriculum. This helps pupils make links between key concepts and words across different subjects.</p>
Phonics	<p>Phonics is the study of the sounds in words and the ways in which they relate to letters in English. Phonics is the foundation of being able to read and spell. In our schools we teach Phonics in Nursery, Reception and Year 1, using the Read-Write-Inc. programme. If pupils have not passed the phonics screening check, a phonic based intervention is implemented in year 2.</p>
Reading	<p><b>Phonics is essential</b> – The best evidence would indicate that teaching phonics first and thoroughly, is an efficient and effective approach to developing early reading.</p> <p><b>Fluency</b> – In the process of reading over and over, the decoding of sounds becomes automatic, like how an experienced driver drives his car. Re-reading is an important strategy to develop fluency. Re-reading also ensures a full understanding of <b>new vocabulary</b> encountered.</p> <p>Through the Read Write Inc programme children read suitably challenging, phonetically decodable books 4 times per week and answer comprehension questions based on the text.</p> <p>To support early reading a progressive scheme (Book Bag Books) is used. These books are directly matched to their phonics teaching and acquisition.</p> <p>Children are benchmarked at regular points to check their reading accuracy rate and comprehension. Reading is also taught through ‘Book Talk’ sessions. Book Talk sessions develop reading for meaning and oral comprehension techniques. During these sessions the pleasure principle of reading is fostered. Book Talk is sharply focused on reading for meaning, listening to friends read and talking about books.</p>
Spelling	<p>We teach the first 100/200 Key Words and the Common Exception word lists based on the National Curriculum Spellings Appendix.</p>
Handwriting	<p>All children learn to write using a continuous cursive form. Using this form means that children naturally join their writing when they are ready to do so. Nursery and Reception classes adopt their letter formation from Read-Write-Inc.</p> <p>Handwriting is taught regularly in key stage 1. Children begin to learn to join in the Spring term of year 2.</p>
Writing (and grammar)	<p>In Reception and Year 1, pupils write daily during their phonics lessons. Writing is taught in Reception and key stage 1 using ‘The Write Stuff (TWS)’ approach. This provide a highly supportive structure to enable pupils to map</p>

	<p>out their writing and capture the process visually. It also strengthens their knowledge of vocabulary, sentence structure and grammatical techniques. 'Sentence Stacking' walls featuring quality sentence writing is a feature of TWS.</p> <p>Children are exposed to modelled writing and joint composition. This leads to an independent extended write with planning and editing opportunities both before and after.</p>
Mathematical Understanding	<p>We follow the Maths No Problem scheme of learning, which arrange the Maths programmes of study from the National Curriculum into various blocks that are covered over the year. There is an emphasis on the CPA (Concrete-Pictorial-Abstract) approach to embed the learning of mathematical skills. Hence, children are exposed to manipulatives/concrete apparatus, as well as visuals (such as diagrams, part whole models and bar models) before they encounter abstract concepts in Maths. This process enables children to deepen their conceptual understanding of the mathematical skills required to complete increasingly more complex problems. Links to real life scenarios are made as often as possible to contextualise learning, so that children can see the relevance of mathematical skills.</p>
Mathematical Knowledge	<p>We recognise the importance of children being fluent in the four main operations (addition, subtraction, multiplication and division) as the foundation for being competent and efficient mathematicians. Children complete weekly independent assessments which focus on repetitively embedding the knowledge of times tables and arithmetic facts. General mathematical content is delivered through the Maths No Problem schemes of learning in daily lessons and incorporates fluency, reasoning and problem solving/investigative tasks throughout the week.</p>
Reasoning	<p>At Russell Street School children are guided in making connections between different areas of mathematics. They are supported to use their understanding and knowledge to answer, explain and prove questions in Maths, thereby developing their ability to reason.</p>

<b>Intent 5: Teach our pupils to live well in a diverse world, as confident, responsible citizens.</b>	
<b>Subjects &amp; Approaches</b>	<b>Explanation</b>
Cultural Competence	<p>Education in Cultural Competence is about learning to live positively in our diverse world. It is about deepening our knowledge and understanding of others and developing an increasing ability to empathise with those who are different from us; to recognise our common humanity. It is about celebrating diversity for the ways in which it enriches our lives. We aim to help children develop a positive self-identity, that incorporates understanding and respect for people with different characteristics. We also teach children about lines of inequality and discrimination in our society, help pupils learn about the mechanisms through which inequality and discrimination work and engage them in thinking about how to build a fairer, better world.</p> <p>There is a requirement on us as a school to, "prepare learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law." (Ofsted 2019)</p> <p>These protected characteristics are defined in the Equalities Act, 2010. We teach the content of our Cultural Competence through our topic cycle.</p>
Assemblies	<p>At Russell Street School we run a weekly cycle of assemblies, including celebrating our pupils' successes and collective singing. We see assemblies as part of our Curriculum and have designed them to include regular learning</p>

about current affairs, our school values and key religious and cultural festivals as well as being a time for reflection.

## Implementation

	How are the specific curriculum stages taught?	Planned Stages and End Points	Impact Measured
EYFS	EYFS Framework / Unit Plans	ELGs (age related stages)	Continual assessment against ELG's.
Phonics	RWI Phonics Scheme (R &1)  Letters and Sounds (Year 2 until 2021)	(R & 1) Stages A – J of RWI scheme.  (As listed in RWI half termly assessment overview)  Year 2 - Phase 5 phonics is recapped and phase 6 is taught. Children become fluent readers and accurate spellers. By the end of Phase 6, children read hundreds of words using one of three strategies: <ul style="list-style-type: none"> <li>• Reading them by sight</li> <li>• Decoding them quickly and silently</li> <li>• Decoding them aloud</li> </ul> Children will also recognise pre-fixes and suffixes, tenses and spelling rules.	(R & 1) Half termly assessments are carried out by the Reading Leader. Information is used to regroup children and provide immediate support to anyone falling behind.  (Year 2) – Half termly assessments are carried out to highlight any gaps in learning and common misconceptions are addressed. Information is used to group the children and provide small group/1:1 support.  Phonics Screening (Year 1 & 2)
Spelling	RWI Spelling (from 2021 for year 2)	Year group stages as listed in RWI spelling scheme.	Assessed through termly assessments.  Immediate support given to anyone falling below the expected standard.
Writing  Handwriting	The Write Stuff (TWS) approach using the EYFS and KS1 Writing Rainbows.  Sentence Stackers taught.  Continuous Cursive	The Write Stuff (Assessment Framework) – Year group termly expectations.	Moderated assessment writing – marked against TWS assessment framework – once per term.
Reading	Hooked On Books (Year 1 & 2)  Reading Rainbow for KS1.	Book Talk Performance of Reading (Assessment Framework). Year group ongoing expectations.	Year 1 & 2 – ongoing reading assessment through Book Talk sessions using the Book Talk Assessment Framework.

	<p>Year 2 - Reading Scheme – Rising Stars – closely matches &amp; enhances Letters &amp; Sounds phonics.</p> <p>Year R &amp; 1 - Reading Scheme – RWI Book Bag Books – closely matches &amp; enhances Read Write Inc phonics.</p>	Termly running record assessments – using reading scheme books listed.	<p>YARK Reading Assessments – 2 x per year.</p> <p>Year 2 upwards – Reading Comprehension Assessments</p>
Maths	<p>Power Maths in (R)</p> <p>Maths No Problem for KS1.</p>	End of unit and end of term assessments – with key questions to ensure the children are using and applying their learning.	Half termly assessments carried out and measured against the Maths No Problem Framework.
Science	RSS Science Skills & Knowledge Overviews, plus information from unit plans	Termly end of unit assessments based on Unit Plan teaching & Knowledge Organisers.	Measured against key skills knowledge overviews.
Humanities	RSS History & Geography Skills & Knowledge Overviews, plus information from unit plans	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
Art/DT	RSS Art & DT Skills & Knowledge Overviews, plus information from unit plans	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
IT	Purple Mash	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
Music	Active Music Digital Skills overviews, plus information from unit plans.	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
P.E.	RSS PE. Planning Document	Key Skills specifically listed within P.E. Scheme	Continuous assessment (against key skills)
R.E.	MK Agreed Syllabus	Knowledge listed per R.E. Unit	Continuous assessment (against specific knowledge)
PHSE/RSE	Jigsaw	The Jigsaw Puzzles (Specific Content Overview)	My Jigsaw Learning or My Jigsaw Journey

## Structure

Our curriculum is structured around five key approaches to learning:

**1. Topics:** In Years N & R we run half termly topics. In Years 1 & 2 we run termly topics. We use topics for subjects for all subjects other than maths and English, which integrate well around a theme and benefit from extended project work. Pupils do their work in one, 'Topic' exercise book.

**2. Interleaving:** Interleaving involves teaching subject content not in a continuous block, but in chunks which pupils revisit over time. This approach helps embed new learning in long-term memory, through the act of repetition. Repetition for learning is not simply about replicating previous lessons; it involves the act of retrieving previously learnt knowledge and then developing it.

We interleave subjects that involve a lot of interlinked but discrete content. In subjects like science, pupils cover a wide range of subject matter. If this were taught in blocks, irregularly, pupils would be far less likely to remember specific content long-term than if it is embedded through interleaved learning.

We complement interleaving with a process of low-stakes quizzing. Pupils sit a mini-test each time they revisit an area of learning. This facilitates the retrieval of previously learnt knowledge, as well as indicating to teachers and pupils where gaps in learning lie that need filling.

**3. Rote Learning:** Rote learning is an even more intensive act of repetition for memorization. It is useful for thoroughly learning key knowledge that children need to be able to recall and apply instantly. Examples include phonics, times tables and handwriting. We intend all our pupils to have a complete and comprehensive grasp of key facts in English and maths. Rote learning takes place every day in all our classes. Rote learning lessons are short, quick-paced and fun.

**4. Online Learning:** Online learning involves the use of specific, high quality educational software with pupils. The right programs can be very engaging for pupils and enable them to work individually through content, receiving ongoing feedback. Learners can advance through programs in a personalised way. Online learning enables us to bring specific expertise to our pupils. We currently use Purple Mash throughout school. We are able to feedback to pupils and they are given the opportunity to improve their work. Pupils that require additional technology to support them with their learning at home are offered laptops on loan from the school.

All online learning sessions involve a trained member of staff to support, motivate and safeguard pupils. We use online learning sessions to develop maths and spelling skills and knowledge. We also teach French through the app Linguafun. Our online learning programs are all available to children at home, enabling them to supplement school work with home learning.

**5. Routine Learning:** Routine learning is not about remembering knowledge or developing specific skills. It is about the regular practice of techniques that are positive for wellbeing and thus learning in general. Routine learning includes daily mindfulness and daily exercise as well as regular 'reflection time'.

## How We Teach

We have a consistent approach to teaching and learning, built on the principles of Evidence Based Teaching. We believe in the importance of teacher autonomy and professional judgement, as well as the need to personalise learning to the needs of individual children and classes. However, we also believe that the approaches teachers take should be strongly informed by the many years of research evidence into what works in the classroom. In our school, we work as a team, developing each other's practice to ensure pupils have a high-quality, impactful and consistent experience at every stage of their education. We invest heavily in teacher development.

Our approach to implementing our Curriculum is set out in our Teaching and Learning Policy.

## Impact

We evaluate the impact of our curriculum on current pupils in an ongoing way, so that we can continually refine it, in terms of content, structure and the way we teach. This involves both qualitative and quantitative data.

Qualitative data is collected from pupils, parents and teachers and used to regularly review curriculum content and implementation. Attainment and progress are monitored termly in assessment weeks. This information is used to inform teaching and learning at an individual pupil level. We pay particular attention to whether our pupils read widely and often, with fluency and comprehension, to ensure all our pupils master this fundamental skill.

Our pupils' outcomes in national tests enable us to make an annual, summative evaluation of the impact of our curriculum, so that we can build on our strengths and address areas of weakness. The tests provide a measure of the extent to which learners have developed detailed knowledge and skills across the curriculum. We expect our pupils to meet or exceed government expectations. We publish attainment and progress data annually on our website. Government data about our schools is also publicly available.

In the long-term, our curriculum can be measured by the extent to which pupils leaving us are well-prepared for key stage two. We expect our pupils to thrive in the next stage of their education. We seek feedback from the feeder schools our pupils' transition to, in order to refine our curriculum and ensure it prepares our children well for the next stage of their education.

The information we gather about the impact of our Curriculum informs our whole-school Self-Evaluation Document. This leads to the identification of targets for school improvement and action plans to achieve these. The process of self-evaluation and action planning runs on an annual cycle, from July to July each year.