



Curriculum Policy

Reviewed: February 2019

Next Review: September 2019

Curriculum Policy

Aims

At Rivers Primary Academy, our broad and balanced curriculum is planned to promote the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils for the opportunities, responsibilities and experiences of later life (National Curriculum 2014). The aim of our curriculum is to provide our pupils with the skills, attitudes and values that will prepare them for the next stage of learning (Key Stage 1 and 2 ready and secondary ready), and enable them to be successful in the community:

- To ensure that all pupils reach their academic and personal potential
- To ensure our children are confident and successful readers, writers, mathematicians and scientists
- To provide opportunities for our children to be independent, imaginative, motivated, resilient and active in their learning across all subject areas;
- To ensure our 'ASPIRE' attributes are embedded in all subject areas.

The foundation of our curriculum is based on developing the ASPIRE attributes:

- **A**ctive in our learning
- **S**ure we can improve
- **P**ositive in our attitude
- **I**maginative in our thinking
- **R**esilient when things go wrong
- We always give 100% **E**ffort

Through the delivery of our curriculum, we aim to develop specific academic skills:

- To be mathematically fluent and able to reason
- To read fluently and to read for pleasure
- To have the stamina and skills to write at length, with accurate spelling and punctuation
- To speak clearly and convey ideas confidently
- To justify ideas with reasons
- To ask questions to check understanding
- To develop vocabulary and build knowledge
- To evaluate and build on the ideas of others
- To have competent ICT skills
- To be able to problem solve.

Delivery

The school year provides 36 weeks of curriculum which includes 5 training days.

Nursery	3 hours teaching time per day
Reception	6 hours 25 minutes in school per day 5 hours 25 minutes teaching time per day
Key Stage 1	6 hours 25 minutes in school per day 5 hours 25 minutes teaching time per day 5 hours 15 minutes of maths per week 7 hours 55 minutes of English per week
Key Stage 2	6 hours 25 minutes in school 5 hours 25 minutes teaching time per day 5 hours 15 minutes of maths per week 8 hours 20 minutes English per week

Curriculum in EYFS

In our Early Years Foundation Stage, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are: Personal, Social and Emotional Development; Physical Development; Communication and Language development; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. **Nargis - anything to add???**

Curriculum in Key Stages 1 and 2

As well as the English and maths set out above, we also teach the following subjects discreetly:

- **Science** - taught once per week for 1 hour 30 minutes and follows the Focus units of work (see Science Policy).
- **Religious Education** - taught in blocks across the year and follows the Walsall Agreed Syllabus (see RE policy).
- **PSHE** - taught once per week for 45 minutes and follows 'Votes for Schools' (see PSHE policy)
- **Computing** - taught once per week for 45 minutes (see computing policy)
- **Physical Education** - taught for at least 1 hour 30 minutes per week in either one

or two lessons (see PE policy)

The rest of our curriculum is delivered through a thematic approach and underpins the Windsor Academy Trust core values of, "I AND WE ASPIRE". This thematic curriculum is taught and timetabled based on the long term plan that is common across all of our Trust primary schools (See Appendix A). Teachers use the curriculum long term plan to create medium term plans that are relevant to and are based on the needs of the pupils at Rivers Primary Academy. This thematic curriculum covers: history, geography, art, music and D&T, as well as making links with other curriculum subjects such as English, maths, computing, science etc. These plans are also put onto curriculum maps and shared with parents.

Enrichment:

At Rivers Primary Academy, we see curriculum enrichment as an integral part of what we offer our children. On the basis of this, we aim to provide children with three enrichment opportunities throughout the academic year which will link to their learning: one will be science based, one will be historical based and one will be based around culture. These events could be trips outside of school but can also include workshops that may take place in our school or another school in the trust.

Our curriculum is also enriched by theme days such e.g. British Values once per half term, Online Safety Day, PANTS days, Science week etc.

Extra-Curricular Opportunities:

At Rivers Primary Academy, we put on a range of clubs for our children which include activities such as football, choir, mindfulness, craft and yoga. These take place either at lunch time or after school.

As well as this, as part our 'WAT Pledge' (See Appendix B), school provide children with '11 things to do before they're 11' to provide opportunities that might not otherwise experience.

Assessment and Monitoring

The school has a policy for feedback and each individual subject will have its own assessments (outlined in individual policies). Assessments are made against the specific objectives set out in the National Curriculum. The assessments that we make of pupils are reported to parents in school reports and at parents' evenings.

Overall monitoring of curriculum is the role of the Curriculum Lead (Mrs C Dawes). The individual subject leaders will also be responsible for monitoring their own subjects areas (see Appendix C). The policy and long term plans will be reviewed at least annually.

Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process, from parents through newsletters, from pupil voice through the Student Senate, and from staff and governors at their regular meetings.

This policy should be read in conjunction with individual subject policies.