



Article 28: Every child has the right to an education

Article 29: Education must develop every child's personality, talents and abilities to the fullest.

Core values:

- Perseverance
- Well-being
- Curiosity
- Integrity
- Collaboration
- Ambition

At Rushey Green Primary we are a family of learners who value each member as an individual. We believe in the concept of lifelong learning and developing children's skills - giving them the necessary tools to become fully participating citizens, able thinkers with a passion and desire to learn. We believe that through effective teaching and learning, children are not only able to dream but have the confidence, drive and self-belief to achieve their goals.

Aims

Our aim is to empower our children about the world around them so they believe that their strengths can flourish and that they can survive inevitable setbacks and failures. We aim to work in partnership with parents and other stakeholders to provide an education of the highest quality, preparing them for a promising and bright future. We celebrate everyone's success in a happy, caring, creative environment where all our differences are valued.

Curriculum

The inclusive curriculum at Rushey Green Primary School is designed to provide a broad and balanced education that meets the needs of all children. Based on the 2014 National Curriculum, it provides opportunities for children to develop as independent, confident and successful learners, a centre of excellence, where all children have a strong sense of identity and connect with and contribute to the world they live in.

Our curriculum is based on a holistic approach which allows our children to develop strong internal values and confidence because their whole being is considered during the learning process. After extensive research, we decided as a school to adopt the Unity Schools partnership curriculum: CUSP. This is because the curriculum is underpinned by evidence, research and cognitive science: The Rosenshine's Principles of Instruction and the understanding of Cognitive Load Theory to reduce cognitive load.

At Rushey Green our intent is to improve the quality of teaching and learning for all. We offer a curriculum that is ambitious and is designed to teach and enrich the knowledge and cultural capital of all children. Our curriculum is broad and literacy rich underpinned by evidence, research and cognitive science. Units of work, known as Learning Modules, are deliberately sequenced to allow for teachers to focus on the lesson and to ensure there is robust progression.

Through our curriculum children will learn about their rights as part of Rights Respecting School - giving children a powerful language to use to express themselves and to challenge the way they are treated. They are also able to challenge injustices for others. Investing in children to achieve a more equitable, just and sustainable world for all is a key element of our curriculum.

Race Equality

At Rushey Green, we believe learners have a right to learn in an equitable environment where all cultures, identities and languages are recognised and valued and where the curriculum responds to the diverse needs of individual learners, reflecting the uniqueness of their communities. This is taught throughout the curriculum.

Why are race equality and anti-racist education important?

- Learners are empowered to develop an understanding of their own values, beliefs and cultures and those of others.
- Anti-racist education helps children to understand and realise their own rights and the rights of others within the school, within the community and globally.
- Anti-racist education helps learners to understand the harmful consequences of racism and encourages them to actively challenge it wherever it occurs.
- It helps to ensure that the learning environment is an inclusive one, without racial inequality or racism.
- It nurtures a historical literacy in learners
- Race equality education provides a vehicle for all educators to demonstrate their professional values.

The curriculum is based on 3 key principles:

<u>Principle</u>	<u>Meaning</u>
- Spaced retrieval practices	<ul style="list-style-type: none">- Revisiting concepts- Giving children the opportunity to continue to practice and consolidate previous learning
- Interleaving	<ul style="list-style-type: none">- Purposefully making links between subjects- Imparting children with a deeper understanding and knowledge
- Principles of instruction, Rosenshine's work	<ul style="list-style-type: none">- Limiting the amount of material children receive at one time- Giving clear and detailed instructions and explanations.- Actively involving children in learning and- asking a range of well-thought out questions to check understanding.

An important element of our curriculum is knowledge - ensuring knowledge from the wider curriculum is deliberately retrieved and transferred into a literacy environment. The intent is to increase fluency and reduce cognitive load.

‘Learn more, remember more, do more.’

Developing our children’s vocabulary and talk is a key priority in order for our children to have better reasoning and pragmatic skills, enjoy greater academic success and future employment and experience better mental health and well-being.

Carefully planned and well sequenced lessons which builds on prior knowledge aims to ensure that within our curriculum effective, explicit teaching of specific vocabulary is consistently taught. Vocabulary is planned in a tiered manner with an emphasis on the etymology and morphology of words which support the teaching of vocabulary across all age phases.

We teach a coherent sequence of lessons using high quality resources. Each lesson has suggested ‘Desirable’ and ‘Essential’ knowledge. Knowledge organisers and knowledge notes are accessible to both teachers and children to support the planning process and support children’s learning. Knowledge notes are used to help children acquire the content of each module. They support vocabulary and concept acquisition through a well structured sequence that is cumulative.