



Rye Community Primary School Policy

Policy Title:	Curriculum
Leadership Responsibility:	Head of School
Review Body:	Executive Headteacher
Date:	October 2021
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Context

At Rye Community Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

At Rye Community Primary School, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to



grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found under **subjects covered**.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

School ethos and aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.



- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002;
- The Children Act 2004;
- The Equality Act 2010;
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years';
- DfE (2013) 'The national curriculum in England';
- DfE (2017) 'Statutory framework for the early years foundation stage';
- DfE (2019) 'School attendance';
- DfE (2019) 'Ways to reduce workload in your school(s)';
- Ofsted (2019) 'School inspection handbook';
- Ofsted (2019) 'School inspection handbook – section 8'.

This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy;
- More Academically Gifted and Talented Policy;
- Offsite Trips and Visits Policy;
- RSE and Health Education Policy;
- SEND Policy.

This policy operates in conjunction with the following trust policies:



- Aquinas Literacy Policy;
- Aquinas Mathematics Policy;
- Aquinas More Able and Talented Policy;
- Aquinas Teaching, Learning and Assessment Policy;
- Aquinas Relationship, Sex, Health and Education Policy;
- Aquinas EYFS Policy.

Roles and responsibilities

The **Trust Board**, **Executive Headteacher** and **Advisory Council** are responsible for:

- Approving and monitoring the content of this policy;
- Liaising with the **headteacher**, subject leaders and teachers with regards to pupil progress and attainment;
- Contributing towards decisions made about the curriculum;
- Ensuring the curriculum is inclusive and accessible to all.

The **headteacher** is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other **school leaders**;
- Communicating the agreed curriculum to the **Advisory Council** on an **annual** basis;
- Producing a **regular** report for the trust board advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum;
- Ensuring the curriculum is inclusive and accessible to all;
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable;
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible;
- Making any necessary adjustments to the curriculum where required;
- Keeping up-to-date with any relevant statutory updates and acting where required;
- Creating and maintaining an up-to-date curriculum intent statement;
- Ensuring the curriculum is created in accordance with this policy;
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices;
- Ensuring lesson plans are reflective of the school's curriculum;
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content;
- Creating short-term plans and resources for the curriculum with fellow colleagues and reporting these plans to the **headteacher**;
- Creating weekly lesson plans in collaboration with colleagues and sharing these with school leaders where required;
- Collaborating with the **headteacher** and the **SENCO** to ensure that the curriculum is inclusive and accessible to all;



- Working closely with the **SENCO** and assistants to ensure those in need receive additional support in lessons;
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents;
- Celebrating all pupils' academic achievements;
- Reporting progress of pupils with SEND to the **SENCO** and ensuring any difficulties identified are discussed and resolved;
- Monitoring the progress of all pupils and reporting on this to the **headteacher**;
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team;
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area;
- Monitoring pupil progress within the department and reporting on this to the **headteacher**;
- Providing efficient resource management for their department;
- Ensuring the curriculum is inclusive and accessible to all;
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The **SENCO** is responsible for:

- Collaborating with the **headteacher** and teachers to ensure the curriculum is accessible to all;
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010;
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need;
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Organisation and planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

Each school day will be split into **three** sessions and pupils will receive at least **two** breaks.

In general, lessons will be separated into three core stages:

- **Introduction to the topic and thinking time** – this is the time where lesson objectives will be set;
- **A main teaching event** – this will vary day-to-day based on the teacher's plan;
- **Plenary** – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson.

The different learning techniques include:



- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions;
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others;
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs;
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments;
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way;
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils' coordinate a series of events;
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions;
- **Problem solving** – to develop a culture of resilience in their learning and exploring all possibilities to solve the problem.
- **Researching** – to develop independent skills of enquiry and analytical analysis of material;
- **Mastery** – developing knowledge and skills to enable application in a wide range of varying contexts;
- **Practical application** – to cement learning;
- **Real life contexts** – to add additional meaning and context to learning to promote a culture of life long learning.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that could be above the academic level of their peers **or tasking pupils with completing the work with greater independence or applying their knowledge or skills to a different context to deepen and broaden their understanding of the concept.**

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

A full list of the subjects available to our pupils can be found under **subjects covered**.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include support from assistants and access to specialist resources and equipment where required.

assistants will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.



Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.

Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

Subjects covered

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English;
- Maths;
- Science;
- RE;
- Relationships, Sex and Health education (RSE);
- Personal, Social and Emotional Health education (PSHE);
- Computing-

The school will ensure pupils also have access to the following foundation subjects:

- Art and design;
- Design and technology;
- Languages;
- Geography;
- History;
- Music;
- Physical education.

Homework

The school understands that setting, marking and providing feedback on homework is a large contributor to the workload of teachers; therefore, **teachers** ensure homework only takes place to positively impact pupils' progress.

Teachers ask themselves 'why am I setting this homework?' and 'how will this homework be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers use their professional judgement and decide whether this particular homework is necessary.

Homework is uploaded to an online platform where pupils and parents can view homework tasks – reducing printing costs and the number of lost homework sheets. **Teachers set tasks at least weekly**



on our online learning platforms and all children are expected to complete, at minimum, the English and Maths tasks set, in addition to daily reading, spelling and times tables practice.

Teachers explain the school's approach to homework to parents at the 'Meet the Teacher' evening in **September**.

Parents are encouraged to discuss any errors with their child. If they have any queries, they should make an appointment to see **their child's teacher**. Feedback from parents about their child's homework is also welcomed by the school.

The amount of homework set for pupils increases as they progress through their education.

Teachers may occasionally set extra homework for the whole class if they deem it beneficial.

Absences

If a pupil is absent from school due to illness or medical reasons, the school will not supply work for these periods – pupils should be well enough to undertake any work supplied.

There may be exceptions and the **teacher** will decide whether homework should be set on a case-by-case basis. An example of this may be in the case of self-isolation due to COVID-19. In this instance, pupils would be expected to complete work as they themselves are not unwell, they are simply unable to physically be in school due to self-isolation measures.

If a pupil is absent for a long period of time, e.g. with a broken arm, the teacher and the parents of the pupil will agree on what should be done and how much help should be provided.

Pupils who fail to complete homework

All pupils are expected to complete homework on time.

Teachers keep records of pupils completing homework which are regularly checked.

If pupils fail to complete homework, teachers contact parents to find out why.

Pupils who refuse to complete homework will be managed in line with the **Behaviour Management Policy**.

Marking and feedback

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals;
- The areas a pupil can improve in;
- Giving clear guidelines for improvement;
- Linking areas of improvement;
- Reminding the pupil of previous success to boost confidence;
- Providing effective communication between pupils and teachers;
- Improving the self-belief and confidence of pupils;
- Celebrating success;
- Identifying pupils who require additional assistance;



- Clarity and consistency of marking across the school;
- The individual pupil's level of understanding;
- Avoiding giving grades for every piece of work;
- Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback;
- Dialogue demonstrated through marking as having a positive impact on the learning moving forward.

When distance marking there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Pupils will be given ample time to reflect and respond to their feedback.

Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways:

- Stickers placed on work;
- Praise in front of whole class;
- Displaying excellent work around the classroom;
- Letters to parents;
- Weekly awards in achievement assembly;
- Visiting SLT with work and receiving stickers, certificates and prizes.

Teachers will occasionally encourage pupils to mark each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

- Peer-to-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

Feedback

Feedback should be given to:

- Motivate pupils;
- Establish an opportunity to make learning progress, by:



- Rectifying a misunderstanding;
- Reinforcing a skill or piece of information;
- Improving on a pupil's understanding or ability to do something.

Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:

- Clearly outlining which subject content will be covered in each lesson.
- Explaining the areas pupils will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the month/term/year.
- Having a number of progression plans that account for all abilities in the class.
- Making it clear what the objectives are from week to week, as well as final expectations.

The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to routinely giving the answers away.

Teachers will use one of the following three methods to suggest improvements when offering feedback:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with. **This may be an area in their work which is highlighted pink; encouraging the pupil to “think again”.**
- **Scaffold:** By asking the pupil a question, teachers can guide them to the correct answer. An example of this may be: “are you trying to achieve A, B or C?” By doing this, teachers guide the pupil to looking at these three areas. Pupils should then find the correct answer and also feel like they achieved it themselves.
- **Example:** By giving examples of possible changes to the pupil, teachers can guide them into exploring why they should choose one option over another. An example of this may be if a pupil were writing a story in class and was struggling to find the correct word to use, the teacher could give three examples of possible words and leave the pupil to choose.

Verbal feedback can act as a way to give immediate and effective feedback to pupils.

Teachers will mark on pupils' work when verbal feedback was given.

Teachers will keep in mind the following considerations when giving verbal feedback:

- **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.



- **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

Reporting and assessment

Informal assessments will be carried out **termly** to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.

Results of informal assessments will be recorded and reported back to the **headteacher**, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the **headteacher**, pupils and their parents.

Assessment of pupils with EAL will consider the pupil's age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

Equal opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation.

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and school leaders have a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the **Equalities Policy** at all times when planning and implementing the curriculum.

Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's **SEND Policy**.



Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the **SENCO**.

The **SENCO** will work closely with teachers to help them break down any barriers pupils with SEND have to education.

Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

All extra-curricular activities and trips will be planned and executed in accordance with the school's **Offsite Trips and Visits Policy**.

Monitoring and review

This policy is reviewed **annually** by the **headteacher**.

Any changes made to this policy will be communicated to all colleagues and relevant stakeholders.

September 2020 BBL

October 2021 BBL



Appendix 1: Curriculum Statement

Aquinas Mission

Life – Transforming – Learning

Academy Mission

Our mission is to ensure all children “Dream, Believe, Achieve”.

Aquinas Vision

Aquinas is a distinctive community of academies with a shared purpose and strong Christian ethos. We are committed to mutual support in pursuit of the highest possible standards for children and young people, educating the whole person. Whilst we are one Trust with one mission, each academy exists in its own right maintaining its own unique characteristics and individual identity within the community it serves. Our mission is to ensure that the life chances and educational achievements of all children and young people in our academies are significantly enriched because they are part of our Trust.

Academy Vision

Our school is a kind, caring and inclusive space where children feel safe and well-looked after. Every child is known as an individual and their unique talents are recognised and celebrated.

We are part of a family of schools that serve the young people of Rye from two to sixteen years of age, enabling us to offer a consistent nursery, primary and secondary education. We are proud of our place at the centre of the community, serving local children and their families.

Our aim is to unlock the gifts and talents found in every learner regardless of ability, background or need; offer a vibrant curriculum which challenges every child to success; and develop the love of learning and high aspirations that will serve our pupils well as they grow.

Aquinas Values

The Aquinas values are driven by our Christian values to create opportunities and transform the life chances of children and young people. To realise our aim of Life Transforming Learning means we are committed to:

- Developing God given potential;
- Nurturing and developing talent for all;
- Raising educational standards for all;
- Providing exceptional learning, teaching and leadership across the Trust;
- Delivering outstanding professional development and induction for staff;
- Encouraging collaborative approaches to innovation and problem-solving;
- Ensuring effective support from the Centre;
- Providing a holistic education working in partnership with parents, church and community;
- Creating environments that promote equity, respect diversity and challenge disadvantage;
- Making Aquinas academies a natural first choice for families wanting a church school ethos;
- Including all people irrespective of their background or belief.



Academy Values

The Academy works to instil a respect and recognition for the importance of: I RESPECT.

At Rye Community Primary School, we endeavour to live out of the human values of excellence, resilience, kindness, teamwork, honesty, independence and positivity in our daily lives. With our pupils, families and community we place “**I RESPECT**” at the centre of all communication. As we journey together towards our true personal best, we ensure children can DREAM, BELIEVE and ACHIEVE their future goals.

Independence

We think for ourselves and develop our independence skills.

Resilience

We learn from our mistakes and never give up.

Equality

We treat everyone fairly and ensure that everyone has the same rights and opportunities.

Smart

We follow the dress code, look after the environment and make sure our school looks neat and presentable.

Pride

We have pride in ourselves, our school and our community.

Effort

We participate fully in our lessons and are fully engaged to achieve the best we can.

Caring and Compassionate

We are kind, cooperate with each other, and show empathy to others as well as the environment.

Truthful

We are honest and take responsibility for our own actions.



Ofsted's Working Definition of Curriculum

- 'A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent)...
- ...for translating that framework over time into a structure and narrative, within an institutional context (implementation)...
- ...and for evaluating what knowledge and understanding pupils have gained against expectations (impact).'

Aquinas Expectations for Curriculum Design

- The curriculum must reflect the vision and values of the Trust and the School;
- It will provide young people with everything they need to step onto the stage as global citizens;
- The curriculum will promote aspiration and equity;
- It will serve the needs of different groups and individuals;
- It will allow staff to grow and develop within the school and between schools;
- It will be well led by specialist staff with excellent subject knowledge;
- It will be well taught;
- It is distinctive as it exemplifies the ethos of the Trust.

Curriculum Strategy

We believe all members of our community should have access to a broad and balanced curriculum which recognises the importance of literacy and numeracy in all children's lives. Through our curriculum we offer all children an equitable experience regardless of starting point, socio economic status, race, culture, gender, religion to maximise life chances in the future and to open our pupils' eyes to a world full of endless possibilities. We have developed a mastery maths programme, a school-wide literacy strategy and a child-centred topic-based approach to the foundation curriculum, which together enables pupils to:

- Develop skills, deep knowledge and understanding in a range of subjects;
- Benefit from sequential planning and make meaningful cross-curricular links;
- Identify their interests and develop their passions;
- Learn about a range of relevant topics in creative and engaging ways;
- Find out about themselves, the wider world and their place in it;
- Develop their confidence, resilience, happiness and well-being.

Key Features of the Curriculum

Rye Primary views knowledge acquisition as life transforming. Therefore, our curriculum:

- Recognises the delivery of the National Curriculum as an entitlement for all;
- Reflects the importance of closing the attainment gap in English and Maths;
- Creates a passion for reading through the promotion of engaging high-quality literature;
- Is knowledge rich to ensure equity regardless of socio-economic status or ability;
- Provides a coherent curriculum offer through all the Rye settings;
- Includes opportunities to draw upon unique links within the local community;
- Draws upon the rich history and geographical location in which the school is placed.



Curriculum Organisation

	Key Stage 1		Key Stage 2			
Age	5 – 7		7 – 11			
Year groups	1	2	3	4	5	6
Core						
English	22%	22%	27%	27%	27%	27%
Mathematics	22%	22%	22%	22%	22%	22%
Science	6%	6%	6%	6%	6%	6%
Foundation	9%	9%	13%	13%	13%	13%
Art and design	✓	✓	✓	✓	✓	✓
PSHE/Citizenship	✓	✓	✓	✓	✓	✓
Computing	✓	✓	✓	✓	✓	✓
CDT	✓	✓	✓	✓	✓	✓
French	✓	✓	✓	✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓	✓
Music	✓	✓	✓	✓	✓	✓
RE	3%	3%	3%	3%	3%	3%
Physical education	6%	6%	6%	6%	6%	6%
Additional						
Lunch and Break	23%	23%	15%	15%	15%	15%
Registration	3%	3%	3%	3%	3%	3%
Assemblies	5%	5%	5%	5%	5%	5%

Overview

Reading is taught through a variety of strategies including discreet synthetic phonics teaching ensuring that children are able to decode well. One to one, Guided Reading and whole class reading models are used in EYFS-KS1, with whole class, group and individual comprehension focused reading skills taught through the *Book Talk* approach.

Writing skills are primarily taught through The Write Stuff approach. This approach is followed from Nursery through to year 6, with an emphasis on being able to verbally formulate high quality sentences which can be translated into the written form. This allows for plenty of opportunity for vocabulary and speech and language skills to be developed. This is particularly important in our curriculum planning as our on-entry data highlights that our pupils enter our setting with under-developed speech and language skills and limited vocabulary. Therefore, in order for our pupils to be able to write effectively, they first need to be taught vocabulary explicitly and be given ample opportunities to develop speech and language skills to translate into their writing.



Handwriting is taught from nursery with the pre-cursive handwriting patterns. When the children move into reception, cursive letter formation is taught alongside the teaching of phonemes, so that right from the start the children can see the correlation between phoneme/grapheme representations.

Maths is organised using the White Rose long term plan, which is a mastery approach to the teaching of Maths. This is also a spiral curriculum with plenty of opportunities to revisit and deepen understanding of topics taught.

Science is taught using the Kent scheme - a thorough, sequenced scheme aimed to support the delivery of high-quality Science teaching. This is used alongside the Cornerstones curriculum, which provides excellent enrichment opportunities which can be tailored and personalised for the needs of our school.

Foundation curriculum is organised into topics, often around a themed class text. Each unit contains a balance of core and foundation subjects, so that throughout the year, each year group and key stage has the opportunity to experience a broad and balanced curriculum, covering a range of knowledge and skills in various areas.

RE is taught using the East Sussex agreed syllabus for Religious Education. This ensures that although it is more heavily weighted on understanding Christianity as a religion, that there is also balance and that all children have the opportunity to learn about some of the other major world faiths such as Judaism, Sikhism, Islam and Hinduism.

Music is taught discreetly using the *Charanga* programme of study, again this is the preferred East Sussex Scheme of work. This scheme has built in progression of skills and ensures that all children have equal access to high quality curriculum planning and provision for the development of their musical skills. There is an emphasis on the appreciation of music, including how to listen and critique music and this approach is designed to foster an exploration of the culture and story behind specific music genres.

PE is taught through the *Val Sabin* programme of study – which is based on National Curriculum objectives and offers pupils the chance to develop key skills across a range of sports.

Our EYFS curriculum is a 'planned for' play-based curriculum where highly skilled practitioners use observations to assist them in supporting a child to their next steps in learning in the Prime and Specific Areas. The EYFS follow the Cornerstones curriculum so that the knowledge and vocabulary rich curriculum can begin to be developed from a child's first moments in school with us.

Curriculum Support

At Rye Community Primary School, we ensure appropriate support is available for all pupils to progress through the curriculum and achieve to the best of their ability. This includes providing the following:

Teaching Assistants supporting children in-class. All of our Reception and Key Stage 1 classes have a full-time teaching assistant - all day, every day. Our Key Stage 2 classes have a teaching assistant all day, where staffing models allow across the week, but as a minimum, every morning to support with the learning of core subjects.



As a school, we ensure that we plan for and provide targeted interventions that seek to reduce the impact of barriers to learning. The detail for this is contained within our Pupil Premium Plan and individual pupil's provision maps. In the afternoons, teaching assistants are in-class, supporting with EHCP hours, or delivering specific interventions under the direction of the inclusion team or subject leaders in conjunction with the phase leaders.