



# The Ridge Primary School

## Curriculum Statement

At The Ridge Primary School, the curriculum is underpinned by two principles. These are

- the requirements of the National Curriculum and
- the knowledge, skills, understanding and qualities which the school community has deemed it important for its pupils to develop – Curriculum Drivers

### Curriculum Drivers

Through consultation with a range of stakeholders the following curriculum drivers were identified, and these are embedded within the school curriculum

- Possibilities – helping to expand the horizons of pupils, raising their aspirations and developing personal qualities to achieve success
- Diversity – helping pupils to understand diversity within their local and wider community and through this, develop a sense of belonging, empathy and tolerance
- Global Citizenship – helping pupils to develop an understanding of life in different parts of the world and how they can impact on the lives of others
- Environment – teaching pupils about wildlife and habitats and helping them to understand how their actions impact on the environment

### Curriculum Delivery

There are two main approaches to how the curriculum is taught. Some subjects are delivered discretely, whilst others might be taught using an integrated approach where areas are linked into an overarching theme, giving pupils a context for their learning. English and Mathematics are taught discretely, although wherever appropriate, links are made with the theme (e.g. reading skills developed using texts relating to the theme). Other subjects may be taught through a theme where natural links can be made, but where these don't exist or would need to be contrived, a discrete approach is adopted. There are clear progressional pathways within each national curriculum subject, whether it is taught discretely or integrated, so that the new learning in each year group builds on prior learning.

Staff use their professional judgement to decide how to use the time available to them to deliver the curriculum. Themes usually last for a term, however within this there may be mini topics. Whilst English and Maths are usually taught daily, other curriculum subjects are taught weekly or the subject may be 'blocked' over a period of days or weeks.

There may also be some special days or weeks where there is a whole school focus on a specific theme. These vary from year to year and may respond to national or international events (e.g. Health Week, Olympic Focus Week, War and Peace Day.)

## Curriculum Planning

### Long Term

Long Term Planning consists of a curriculum map, which identifies the overarching themes or topics for each term. This gives a broad overview of the areas covered in each area of the curriculum, except for English and Maths where there are separate plans.

### Medium Term Planning

Medium Term plans identify how the specific learning objectives for each area of the curriculum are taught. For some areas of the curriculum, after careful research, subject leaders have identified published schemes of learning to support teachers' medium and short term planning.

National Curriculum Area	Scheme of Learning
English – Phonics	Phonics International
English - Reading	Oxford Reading Tree Reading Spine – created by subject leader
English - Writing	Talk for Writing
English – Handwriting	Kinetic Letters
Maths	White Rose Power Maths
Science	Schools own scheme of learning
Computing	i-Compute
Geography	The Key to the Curriculum – bespoke units co-created by school staff and B and C Educational
History	Schools own scheme of learning
R.E.	Discovery RE
Art	Schools own scheme of learning informed by Access Art
Design and Technology	Schools own scheme of learning informed by the Design and Technology Association Projects on a Page
P.E.	Complete PE
Music	Charanga
Modern Foreign Language	French – Rigolo
PSHE including SRE	Dimensions Curriculum – 3D PSHE

### Short Term Planning

This is the sequence of learning planned and delivered as individual lessons.

## COVID -19 Addendum – Sept 2020

Schools closed for the majority of pupils on Friday 20<sup>th</sup> March 2020 and re-opened for the new academic year on 1<sup>st</sup> September 2020. Although the school facilitated home learning during this period, nothing can compensate for children experiencing responsive quality first teaching in school. Children had differing experiences during lockdown, different access to resources and support and different levels of engagement.

Considering these factors, the school took the decision to deliver the curriculum relevant to the year group that the children would be starting on their return.

This is underpinned with the following principles

- Reconnecting with pupils to nurture positive attitudes to learning
- Emotional wellbeing – ensuring that pupil are emotionally ready to learn
- Importance of familiar routines
- Maintaining high expectations of behaviour and learning
- High quality teaching with a focus on being secure in the new year group
- Knowledgeable teachers who understand what learning should have gone before
- Using effective ‘Assessment for Learning’ to scaffold new learning so that any significant gaps in prior knowledge are addressed
- Organic Assessment (avoiding ‘death by cold task’), knowing the right time in the curriculum to assess
- Not all things that were missed need to be or can be covered.
- Use of Target Tracker to focus on KPIs

On return, the children will experience the full curriculum entitlement of subjects. Essential knowledge in all areas of the curriculum supports the development of basic skills.

Due to the COVID-19 protective measures, some aspects of the curriculum and its delivery may need to be curtailed or postponed (e.g. first hand experiences through visits) including those in appendix 1 and 2.

Should individual pupils or bubbles need to self-isolate, or further local or national restrictions be imposed, the school will provide remote learning as detailed in the Remote Learning Policy.



## The Ridge Primary School Curriculum Appendix 1

### Entitlement of Memorable Experiences

The curriculum and wider experiences provide for pupils -

Every Term

- Off site educational visit
- A visitor sharing specialist knowledge.
- A significant outdoor learning opportunity
- Opportunity for family learning

Every Year

- Opportunity to perform in a class assembly
- Experience of a high quality musical performance
- Achievements celebrated in Golden Assembly
- Opportunity to make a contribution to the wider community

During Time at The Ridge

- To visit the theatre
- To visit an art gallery
- Opportunity to go on a residential visit
- Opportunity to perform in a play
- Opportunity to perform at another venue
- Opportunity to take part in a competition with other schools
- Opportunity to achieve an award
- Opportunity to take part in a variety of extra curricular clubs
- Opportunity to have first hand experience of another culture



## The Ridge Primary School

### Curriculum Appendix 2

#### Curriculum Driver - The Environment

Focus for Each Year Group

- Reception – At the Farm
- Year 1 – Trees
- Year 2 – Birds
- Year 3 – At the Coast
- Year 4 – At the River
- Year 5 – British Mammals
- Year 6 – Insects

E-Zone Visits

#### Arts Experience

Visit to an Art Gallery – Reception, Years 1 and 3

#### Live Music

Annual DPA Live Music for Reception and Key Stage 1

Annual Visiting Orchestra (Oldswinford Hospital) for Key Stage 2

#### Bible Explorers

Year 5 – R.E. Curriculum

#### Other

Cycling / road safety

First Aid

Pens Meadow