



**Redlands Community**  
Primary School

Achieving Excellence Together

# Curriculum Policy

**Our vision:**

Achieving excellence together, by preparing our children to become independent life-long learners, who are curious to know their future self.

**Redlands R's:**

Resourcefulness, Remembering, Resilience, Reflectiveness, Responsiveness,  
Respect

**Approved by:** Advisory Board

**Date:** November 2019

**Last reviewed on:** July 2024

**Next review due by:** July 2025

## **Our Vision**

Achieving Excellence Together, by preparing our children to become independent life-long learners, who are curious to know their future self. We aim to achieve this through our six Redlands R's: Resourcefulness, Remembering, Resilience, Reflectiveness, Responsiveness and Respect with the golden thread of Responsibility which tie them altogether for, 'Together we grow'!

At Redlands Community Primary School, we strive to provide an inspiring and enthusiastic learning environment. We recognise that education is a life-long journey and ensure that we support children and staff at all times to enjoy learning together and reaching their potential.

- ✓ Achieving Excellence Together
- ✓ Responsibility for our Redlands Values
- ✓ Independent, proactive learners who are curious to know their future self
- ✓ Pride in everything we do
- ✓ Responsible global citizens

## **The Redlands Curriculum Values**

It is our intention to provide the best education possible for the children of Redlands – one that is first and foremost safe, engaging, inspiring and can open doors to allow the children to become successful in later life. We aim to prepare the children for their futures through creating local community and wider links, so that they become responsible global citizens.

We believe that EYFS is the first step on the ladder towards future success. Throughout Key Stage 1, we aim to ensure the basic building blocks of education are laid down to allow for success in Key Stage 2. Should a child struggle to access the curriculum, we seek advice from our SENDCo and external professionals to help fuse the strengths of the child, close any gaps they may have and reduce barriers to learning due to the provision in which we provide – every child matters. During their time at Redlands, we encourage our children to become independent learners – learners who are resilient and learn from past experiences to help shape their future. We care about our children's futures and want them to feel success throughout their time in education.

Through our connective approach to learning, we aim to offer a wide variety of experiences for our children, so that their learning can become embedded in their minds, through carefully planned connections in the learning they are offered. The curriculum we offer, exposes the children to an abundance of knowledge and develops their skills as learners – knowledge and skills that will positively affect their development and success in later life.

As a school, we continually evaluate the impact of our curriculum offer and experiences and fine-tune our core offer. This is to ensure that the children are getting the most up-to-date learning that is not only vital for them to become responsible global citizens, who add value to society; but it is also inspiring, engaging and fun!

## **Aims and Objectives:**

We want pupils to develop a positive attitude to life and learning, with a will to solve problems, the resilience to do so and the ability to work well with others. We want all our pupils to approach the process of learning with confidence and independence, gaining a broad knowledge of all subject areas.

The school curriculum is based on the National Curriculum (2014) and the Early Years Foundation Stage Framework and is designed to encourage enquiry, confidence, independence and good communication skills. By the time pupils leave Sileby Redlands Community Primary School, they will be able to read, write, speak and listen effectively. They will be able to ask questions with an enquiring mind and solve mathematical and scientific problems. We expect our pupils to understand the difference between right and wrong, to appreciate other cultures and traditions and to respect others. We also aim:

- To ensure that all children, regardless of starting point and barriers, achieve their potential
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for successful lifelong learning
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To enable children to gain the skills and attributes of motivated, resilient and independent learners and to apply their knowledge and understanding to real life situations
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To encourage children to ask questions and assess risks
- To enable children to develop their intellect including their emotional development and the development of positive character traits
- To encourage children to be passionate about what they believe in and to develop their own thinking
- To enable children to gain age appropriate skills and knowledge in English, Mathematics, Science and Information Technology (IT) / Computing
- To enable children to be creative through art, dance, music, drama and design technology
- To enable children to grow up as healthy individuals who enjoy exercise and appreciate the importance of a healthy lifestyle
- To enable children to learn about their developing world, including how their environment and society has changed over time
- To give every child the opportunity to learn to play a musical instrument
- To enable children to learn about and gain respect for other cultures
- To provide the opportunity for every child to learn the basics of a foreign language
- To encourage children to develop their own personal interests
- To enable children to understand Britain's cultural heritage and traditional British values
- To enable children to become effective citizens in British society and to understand ways in which they can make a positive impact in their community
- To fulfil the recommendations of the National Curriculum and the Leicestershire Agreed Syllabus for Religious Education

## **Curriculum**

At Sileby Redlands, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years framework. Staff engagement in research and high-quality resource materials has ensured that the curriculum is fit for purpose and builds a curriculum offer that provides a first-class education for all pupils across our Trust community.

Our curriculum is revised annually through robust moderation of subject outcomes and planning to identify strengths and areas for development. Staff at Sileby Redlands consider stakeholder voice and

current affairs to further enhance the curriculum. This ensures the curriculum remains relevant to pupils; is consistently aligned to the National Curriculum and considers any developments in research in cognitive science and pedagogical thinking. All subjects are championed and developed to provide rich and varied opportunities across the curriculum learning journey. This enables every subject to have the rigour that it requires to provide a broad and balanced offer for all pupils with high-quality outcomes in every subject.

### Curriculum Aims:









The Sileby Redlands curriculum has been designed with pupils at its heart; giving pupils the tools to become active citizens through their exploration of understanding how their topic. The curriculum content is combined with high quality teaching to ensure that pupils develop high aspirations for the future and have the skills and knowledge they will need to be equipped to succeed in an ever-changing global world. The Discovery curriculum aims to empower pupils to make changes that will improve their life chances and facilitate the opportunity for them to forge their own future path and career aspirations. Sileby Redlands believe that all pupils should have a voice and be given the space to contribute and question to develop their confidence to learn from set-backs and develop the resilience and optimism that they need to succeed.

Application from research in [21<sup>st</sup> Century Learning](#) in curriculum design has helped to ensure that our curriculum provides opportunity for pupils to be interconnected at a school, Trust, National and International level so that they develop the collaboration and critical thinking skills they will need to be successful in life. Our pupils need to have the opportunity to develop their understanding of self and others and the curriculum enables pupils develop a strong sense of moral purpose so that they learn to respect and understand other viewpoints, cultures and beliefs. Our curriculum values and celebrates the diversity of everybody. The British values of democracy, rule of law, individual liberty, mutual respect and tolerance are embedded within our curriculum. Developing a deep understanding of faiths and beliefs are taught within the curriculum and through individual celebration days.

## Ensuring our pupils are ready for the 21<sup>st</sup> Century world

For our pupils to successfully live, learn, and work in the 21st century, they must develop a range of skills and competencies in addition to core subject knowledge. To thrive in the modern workplace, pupils will need to be continuously learning and gaining new skills throughout their careers. The Discovery Curriculum therefore applies the dimensions of 21 Century Lesson Design (21CLD) to help our pupils become flexible, adaptable, and lifelong learners.

Domain	Summary
	<p>In the Knowledge Construction dimension, learners are required to construct and apply knowledge. When learners apply their knowledge in new contexts, they practice critical thinking and learn how to adapt their current knowledge to new situations. Additionally, interdisciplinary learning activities help learners connect content to deepen their understanding.</p>
	<p>The Collaboration dimension develops learners' ability to work with others. They gain valuable negotiation skills by sharing responsibility and making substantive decisions together. When their work is interdependent, learners also learn the importance of teamwork.</p>
	<p>The Real-World Problem Solving and innovation dimension prepares learners for life in our ever-changing society. By working with problems without a previously learned solution, learners practice creative thinking and problem solving. When they're exposed to authentic, real-world problems, learners practice the same critical and creative thinking skills they will need when they enter the workforce. And, when learners implement their solutions in the real world, they gain confidence in their abilities to solve complex problems for specific audiences.</p>
	<p>In today's globally-connected and conflicted society, the Skilled Communication dimension is more important than ever. When we teach our pupils to support their communication and substantiate their claims with evidence, they develop the power to persuade others and create change. They practice the vital skill of flexible thinking by designing communications for specific audiences. By developing their communication skills, learners also gain insight into how others communicate with them and become more discerning when consuming information themselves.</p>
	<p>The Self-regulation Dimension prepares learners for the fast-paced and autonomous work environment of the 21st century. Learners practice executive functioning skills by planning, monitoring, and revising their work.</p>
	<p>When learners use ICT for learning, they learn how to use the technology all around them for authentic, deep learning. They also develop marketable skills by working with a variety of tools to create ICT products for a real audience.</p>

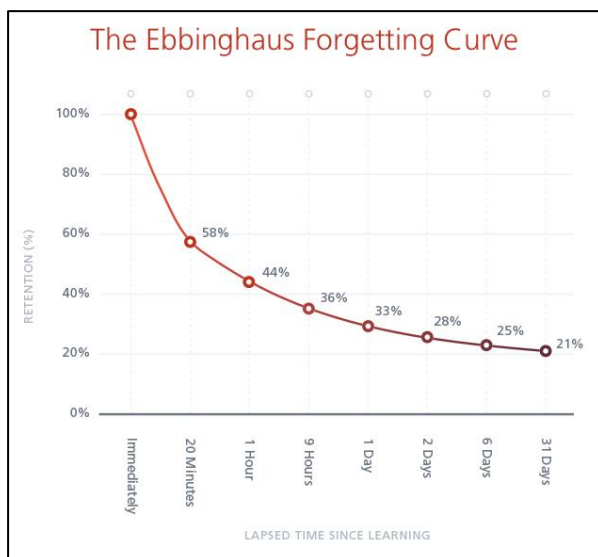
The future of work is far less predictable than it has been in the past. With emerging markets and constant change in the workforce, pupils won't have the same structure and stability that previous

generations enjoyed. The skills they gain from practicing 21CLD dimensions will prepare them to navigate the unpredictable career paths to come.

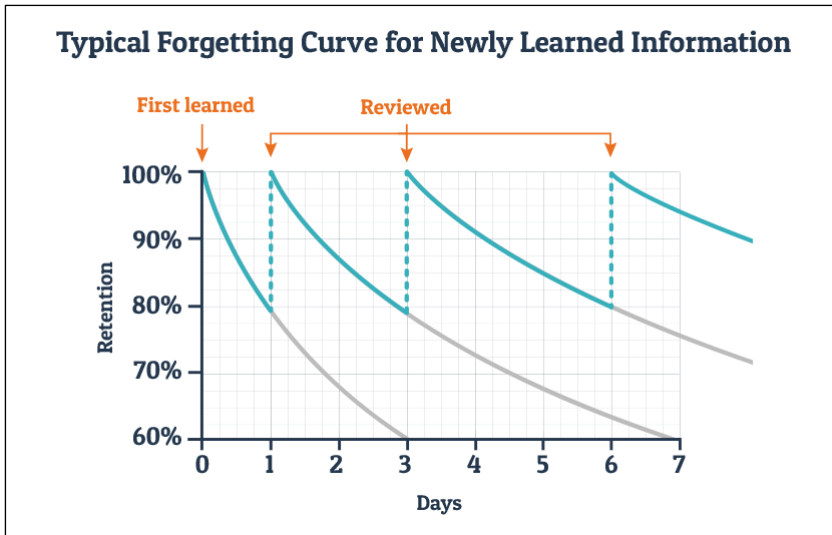
### Application of Learning

In order to ensure full coverage of the curriculum, teachers plan using progression documents which use the National Curriculum objectives for their year group as a starting point for learning. It is expected that each teacher will use their knowledge from assessment for learning to inform adaptations required for their individual class. Learning is sequential over time and builds on prior knowledge. This has enabled the progression documents to have a spiralsised approach to learning to ensure that pupils retain key facts and information that will support future understanding.

Our curriculum has been written using cognitive science research to ensure that planning is designed in a way that maximises retention of knowledge. The Ebbinghaus Forgetting Curve research indicates that pupils will only retain 25% of the information that they learn after one week of learning it if there is not the opportunity for pupils to revisit the information.



However, if pupils do revisit the information, they are likely to retain information much more easily. This will help our pupils to develop foundational knowledge that can then be built on sequentially so that pupils can make connections and organise their thinking more clearly.



To support this theory, we have a connected curriculum where subjects are interweaved within their topic, creating contextual links and also revisiting prior knowledge from yesterday, last week, last month and last year for pupils to retrieve information regularly.

Over the year, each year group studies six topics and each topic will start with an Engagement Day to capture the children's imagination.

In Key Stage One, we recognise that pupils need to explore and deepen their understanding of non-core subjects but also have the opportunity to apply their early reading, writing and mathematics skills effectively to ensure that pupils have the skills they need to access the curriculum at a deeper level in Key Stage Two.

The expectation will be that pupils in Key Stage One have a minimum of two topic lessons per week. In Key Stage Two, this expectation is raised to a minimum of three lessons per week.

### How do we challenge our pupils?

Sibley Redlands' Curriculum provides learning challenges throughout the academic year that will require pupils to experience their learning, solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum. Progression maps include greater depth knowledge statements so that learning for pupils working at Greater Depth provides opportunity to develop deeper interconnected conceptual understanding.

### Spiritual, Social, Moral, Cultural and Fundamental British Values

Our curriculum will also give our children the opportunity to:

**Spiritual:** Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences

**Moral:** Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views

**Social:** Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict

**Cultural:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

**Democracy:** Be part of a system where everyone plays an equal part

**Rule of law:** Learn that all people and institutions are subject to and accountable for their actions and behaviour

**Individual liberty:** Be free to express views or ideas

**Tolerance and respect:** To respect and tolerate the opinions or behaviour of others

### **Wellbeing**

Our curriculum will give the children the opportunity to:

- develop self-esteem and confidence in their abilities
- learn how to respect themselves and others
- follow their own interests and be themselves
- reflect and think mindfully about their learning
- work in a range of groups and settings
- recognise that people are good at different things
- build respectful friendships.

We also have a Pastoral Team to support children throughout the whole of the school at the point of need and also provide half-termly interventions.

### **Pupil Voice**

Our curriculum will give the children the opportunity to:

- Make a positive contribution to the school and local community
- Explore ways of becoming an active citizen
- Say what they like and dislike about their learning
- Take part in age-appropriate discussions
- Take part in democratic activities across the curriculum
- Make choices about things that are important to them
- Express their opinions on a range of different topics and issues
- Contribute to planning their own learning

### **Pedagogy approaches to Teaching and Learning**

Our curriculum will be taught through a pedagogy that:

- Excites, promotes and sustains children's interest
- Promotes problem solving, creativity and communication
- Enables and fosters children's natural curiosity
- Offers all children a memorable experience at the start of every topic
- Promotes innovation and entrepreneurialism
- Enables children to reflect on and evaluate their learning
- Equity and equality of opportunity, entitlement and experience
- Consistently high expectations, quality and standards for all pupils
- A mastery curriculum and continually striving for excellence within our SEND provision
- Research informed pedagogies
- Formative assessment strategies embedded in Teaching and Learning
- Use of evidence from cognitive science research including the importance of metacognition and self-regulation
- Balance of direct instruction and enquiry
- Strong self-evaluation
- Authentic purposes and contexts for learning based on our local school community
- Emphasis of first-hand experiences



- Purposeful, structured play in the EYFS; drama, outdoor learning, sports, and arts.
- Cross-curricular connections

### **Enrichment**

At Sileby Redlands, we are committed to providing a wide educational offer for all pupils. We aim to enrich our children's learning through building upon their digital literacy and introducing a wide variety of digital experiences through additional digital resource content, digital hardware (such as VR headsets and micro programmers) and the use of blended technology to provide access to asynchronous specialist teaching content to support lessons.

We also offer a variety of activities for pupils such as school trips, visiting and receiving specialists/ themed days and weeks and residential for children in Years 2, 4 and 6. The use of Teams has also enabled pupils to come together between schools and globally, for example, in the Discovery Trust Children's Ministry of the Future, ASHA Ambassadors programme and debating competitions. We also provide opportunities for pupils to meet across the Trust through Pupil Conferences, IT Olympiads, E-Sports competitions, and celebrating success through our Awards Night. We also invite our parents and carers into school for the children to showcase their work.

### **Children with Special Needs**

If a child has a special educational need or disability (SEND), we will do our best to meet their individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher liaises with our SENDCo through raising their initial concerns who then starts to assess their needs and to set up provision as needed. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the usual class organisation. If a child's need is more severe, we may consider referring the child for a Statutory Assessment, which can lead to the Local Authority issuing an Education, Health and Care Plan (EHCP). We provide additional resources and support for children with special needs applicable to each child.

### **Celebration of Excellence and Effort**

We celebrate our children's successes through stickers, postcards home, Celebration Certificates, Golden Book Certificates, DoJos and an opportunity to be represented at the DSAT Awards night. DSAT organises an annual awards event to celebrate children's and adult's contributions and efforts. All schools may nominate children and adults for each category. The Trust selects three candidates in each category to attend this prestigious annual awards ceremony in our Summer 2 term.

### **Curriculum Leadership**

At Redlands, we distribute the leadership of specific areas of the curriculum with different teachers. The role of each curriculum subject leader is to:

- Provide strategic leadership and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject

It is the role of each curriculum subject leader to keep up to date with developments in their area, at both national and local level. They review the way their area is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader

reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, and that progression is planned into their areas of expertise.

### **Monitoring of the Curriculum**

The Headteacher, alongside the Senior Leadership Team (SLT) is responsible for the day-to-day organisation of the curriculum. The Headteacher and SLT monitors the curriculum through planning, coaching observations/conversations, learning walks, book looks and liaising with the Curriculum Subject Leaders.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

### **Evaluation of the Curriculum**

The Head Teacher and teaching staff share evaluations of curriculum areas/ subjects during staff meetings. Phase Leaders share updates with regards to teaching and learning across their team during phase meetings. Advisory Board Members have an active role within our school and discuss our Teaching and Learning provision during each Board Meeting. They also undertake a Advisory Board Engagement day where they will talk to staff, pupils, parents and spend time in classrooms.

If evaluation results in issues being raised, these are reviewed and then acted upon.

This policy was drawn up after consultation between the school and Advisory Board.