



## Curriculum Policy

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At the Rowan School we believe that learning should be a rewarding and enjoyable experience for everyone i.e., learning should be fun and enable learners to make progress from their starting points. Teaching needs to equip learners with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future. The Rowan school curriculum aims to promote learners' literacy and numeracy skills, self-regard as a learner, behaviour for learning and general enthusiasm for school.

The Rowan School aims to provide a stimulating, attractive and safe environment for our learners to learn in where all members of the school community feel valued and respected. Our ambition is to make our school a place which enables all our learners to be confident and successful people, with a love of learning, a sense of curiosity and motivation and a desire to be a positive, active part of the community. We are invested in the 'Whole Child 'and aim for learners to grow as well-rounded individuals, equipped for the next steps in their lives and life in modern Britain.

Every learner brings valuable experience and strengths to school. We aim to build on these by offering a curriculum that is stimulating, appropriate, challenging and differentiated to meet the needs of the learner, and we ensure that all learners receive the same opportunities to make progress in all areas of the curriculum. The Rowan School aims to enable learners to return to successful full-time learning.

The curriculum is designed to:

- Promote enthusiasm for learning.
- Deliver the core requirements to meet national standards, offering breadth and balance and delivered in a flexible manner to meet the needs of individual learners.
- Ensure that each learner's education has continuity and progression.
- Promote the spiritual, moral, mental, and physical development of all learners.
- Prepare learners to contribute to society as responsible citizens.
- Promote the acquisition of skills for independent learning.
- Include parents and carers in their child's education.
- Recognise and celebrate learner achievements.
- Build the self-confidence in our learners which will enable them to take full advantage of the opportunities they meet at school and in later life.
- Develop learners' beliefs that they are valued and respected by adult staff in schools, that they have a range of positive attributes and that they can make a positive contribution to school and the wider community.
- Develop the key skills of communication, maths, English and science.
- Nurture spiritual and moral values through all the activities of the school and the courtesy and the respect evident in the relationships between all members of the school community.
- Through enrichment activities we evoke interest in the wider world for our learners.

## **School Ethos and Values**

The school works towards 5 key values and ethos. We promote our ethos and values daily so that learners know and understand our expectations, that they recognise the skills which are not only required for today but for their future too. The ethos and values are underpinned by REACH.

- R – Resilience – the ability to bounce back after a setback.
- E - Effort – recognising that learning takes effort and commitment, feeling you have done the best you can
- A – Aspirations – we have high aspirations for the learners at The Rowan School and instil the importance of continuing these aspirational views later into adult life.
- C – Creativity – having creative flair is so important, the drive to discover new ideas, connections, and solutions to problems.
- H - Honesty – being truthful to ourselves and others is an important aspect of moral character.

***We believe that “letting our learning fly, so we can REACH for the sky”.***

## **Curriculum Planning**

The Rowan School's long-term planning is based upon the New National Curriculum for England: Primary Curriculum. This is delivered through, where practicable, a cross curricular approach and supported through schemes of work and resources including (but not limited to):

- White Rose maths units
- Twinkl
- Literacy Shed
- Planbee

Planning is based around a creative topic where possible with lots of experiential learning opportunities. Long term planning enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits. Our long-term planning ensures broad, balanced curriculum to provide fullest range possible of learning across the entire primary phase at The Rowan School.

## **Medium Term Planning.**

This is based on a topic approach using the Programmes of Study given in the National Curriculum. The learners are at the centre of learning, and we plan themes based around the learners' interests, termly newsletters are shared with parents to celebrate successes in school and to share what has been happening in each class, with weekly updates via social media.

## **Short Term Planning**

The short-term plans are those that the teachers write on a weekly basis and can be refined daily. Learning outcomes are specified as well as opportunities for assessment.

Plans can be annotated and changed daily to ensure accurate precision teaching for all learners through reflective practice. These set out the learning objectives for each session and identify what resources and activities are required.

### **Subjects Taught**

- English (literacy) including SPaG, phonics, reading and writing
- Mathematics (numeracy)
- Science
- Art and design
- Geography
- History
- Physical education
- Religious education
- PSHE
- Computing
- Emotional regulation

### **English, Maths, Science and Speaking and Listening**

- English, maths, and science are core skills and as such are firmly embedded across the Curriculum. It is the responsibility of all teaching staff to reinforce these skills and to promote their use wherever relevant, maximising opportunities for learning and application of skills through cross curricular learning. Phonics is taught daily, we understand that this is key to support reading and wider curriculum.
- Expressive language and the ability to listen and absorb information are vital communication skills. Learners are encouraged to communicate clearly, proficiently, and politely. They should be able to listen, analyse and respond confidently to a variety of sources.

### **Homework**

Homework provides an opportunity for parents and carers to be involved in their child's learning and helps to consolidate learning from school. Homework is set where appropriate. Homework tasks and expectations are differentiated for each learner.

Core homework activities:

- Weekly spellings are set and tested.
- Topic based activities.
- Enrichment based activities.

### **Inclusion**

- In the delivery of this policy, we aim to provide a broad and balanced curriculum for all learners, regardless of gender, race, social or cultural background, or learning needs. Suitable learning challenges should be set to enable every learner to experience success and achieve as highly as possible. The work for learners with special educational needs should be differentiated either by task or outcome as appropriate, and expectations will vary according to ability. Similarly, differentiation should be built into tasks for those who have been identified as being gifted and talented. Stretch and challenge should be planned into all learning opportunities.

- The Rowan School promotes responsibility amongst learners, this includes our peer support programme which enables learners to mentor others as and when required.
- All learners cover the same curriculum in the core and foundation subjects. Delivery, however, is differentiated according to the needs and ability of each teaching group. This is achieved mainly through differentiated group and individual work in the classroom, altered teaching styles and work adapted for learning styles and individual needs of learners.

### **Assessment and Monitoring**

- Learners' skills are assessed on entry to school and reviewed on a half termly basis.
- Teachers assess learners understanding, achievement and progress. This will be based on formative and summative assessment, observation, questioning and the marking of work.
- Learners are encouraged to assess and evaluate their own learning through class and partner discussions, recognising successes and identifying areas for improvement. The assess their own learning within each lesson according to success criteria, which teachers assess against to inform future plans.
- Summaries of a learners learning across the curriculum are written by teachers in the formal reports to parents.

Assessment of progress in academic work will be largely formative in nature through dialogue, observations, marking, learner work etc. To verify this summative assessment Rowan School will also use National Curriculum strands to assess reading, National Curriculum focus strands. However, formative assessment will be used selectively and only where staff are entirely sure that learners will not feel threatened or stressed. The formative assessment may then be introduced later when the learner feels confident to work under more formal conditions.

### **Statutory Assessments**

In addition to the ongoing assessments, learners will also complete the following statutory assessments.

- Year 1 - phonics screening.
- Year 6 end of key stage assessments.
- End of unit White Rose maths assessments.
- Cold task and hot tasks – big write activities to assess.

Information from all assessments will be used to determine further teaching and learning opportunities. At Rowan we aim to ensure that all learners are aware of how to improve academically through a creative, encouraging approach and a 'can do' philosophy built on praise and the celebration of success. End of Key Stage assessment will occur only when school and parents/guardians have agreed that it would suit and meet the needs of the learner.

### **Links with Parents**

The Rowan School works in close partnership with parents. It is vital for the success and progress that the learners make that the working relationship is positive and harmonious. There are a number of ways in which the school does communicate with parents, this includes coffee mornings, letters home, phone calls, meet staff and

home. School links are maintained through home/school record books and regular conversations with parents. Teachers and other staff members will contact parents at the end of the day face to face or via a telephone conversation to inform them of any incidents or concerns they need to be aware of. This ensures good open lines of communication with parents and builds a good working relationship, in the best interests of the learner. During the year parental afternoon take place where learner books are shared with parents, progress discussed and celebrated. We report to parents every term, however, we are open to discussions more frequently should a parent have a concern about progress. We invite parents to share their wider life experiences with learners to enhance the curriculum, eg, photos of trips that are linked to topics etc.

### **Staff Development**

In-service training is provided to update and improve standards of teaching and learning. Training needs are regularly assessed during curriculum progress meetings and staff supervision meeting. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively and are addressed through Teaching and Learning meetings held regularly with the senior leadership team and teacher leads.

Due to the nature of The Rowan School, learners will be entering at different points throughout the school year, therefore, it would not be appropriate to detail a prescriptive curriculum on a 'one size fits all' basis. Each learner will receive a bespoke creative curriculum which aims to meet individual needs. However, we are aware that as a school we must ensure that learners, who have a prime need of social skills, also receive an academic education which will fit them for their future life.

The revised **National Curriculum** 2014 details a curriculum for each individual year group. Learners, who will be assessed on entry to Rowan will work on year specific skills as outlined in the Statutory Guidance. Some learners who have learning difficulties, or who have experienced prolonged absence, may need to work on content relating to year groups below their chronological age, whilst those who clearly are capable of accelerated learning will be given the opportunity to work at greater depth and breadth in appropriate subjects. This differentiation will enable learners to work at the rate that best suits them, helping to eliminate stress and encourage confidence by building opportunity for success.

The Rowan School places emphasis on reading, writing, maths, science, and the understanding of the importance of PSHE both as an independent school and a school for learners with additional SEMH requirements.

Learners will work on topics that span a half term which means that anyone entering school will be working within a set project time. The project will be planned through cross curricular learning opportunities and be linked to performance skills described in the **National Curriculum**.

The curriculum will embed the teaching of British Values and will be interwoven by the key elements of PHSE in order that learners have access to a holistic experience in their learning.