



Curriculum Policy

2024-2025

OUR TRUST'S PRAYER

Heavenly Father

Let peace, friendship and love grow in our schools

Send the Holy Spirit to give:

Excellence to our learning

Love to our actions and

Joy to our worship

Guide us to help others

So that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

Our Christian Vision is:

'Learning and growing together to achieve our best in the love of God'

'Learning and growing together to achieve our best in the love of God' sums up our school vision and ethos that all children will have the opportunity to experience God's love and fulfil their potential across the curriculum, valuing themselves and others, living out our Christian values in order to make a positive difference in the world. This vision underpins our behaviour policy.

Our School Aims

In order to prepare today's children for tomorrow's challenges, Rainford CE Primary Schools aims to achieve the following:

- Every child will be encouraged to understand the meaning and significance of faith, experience God's love and develop the spirituality to enable them to live out our Christian values of love, joy, peace, friendship, forgiveness, perseverance and justice
- Every child will achieve their full potential through being a highly motivated, resilient, and independent learner who embraces new experiences, has confidence to tackle challenges and go onto develop a lifelong love of learning.
- Every child will value themselves as a unique individual with special qualities and strengths developing self-discipline and honesty; taking responsibility for their own actions and appreciating their ability to make a positive difference in the world.
- Every child will appreciate and respect others, celebrate differences between individuals and groups and respect and care for God's creation and the environment.
- Every child will be encouraged to make healthy choices and appreciate the benefits of a healthy lifestyle.

In order to do this, we will constantly reflect the Christian ethos of our school in our relationships with our children, their families, our staff, the church and the wider community.

What does our Rainford CE 'GROW' curriculum aim to achieve?

Our curriculum aims to:

G: Develop our children's spiritual and moral development

To foster our children's **spiritual and moral development** so that they can understand the meaning and significance of faith, experience **God's love** and develop the spirituality to enable them to live out our **Christian values** of love, joy, peace, friendship, forgiveness, perseverance and justice and learn to respect and care for God's creation. We represent this aim which is focused around God with the letter '**G**'

R: Develop our children's learning behaviours

To equip our children with the learning behaviours that will enable them to become **independent** and **resilient** learners who have the confidence to embrace new challenges and overcome them. We represent this aim which is focused around learning resilience with the letter '**R**'

O: Develop our children's learning

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum and beyond, so that children can flourish, reach and exceed their potential academically, physically and artistically through **outstanding teaching and learning**. We represent this aim which is focused around outstanding teaching and learning with the letter '**O**'

W: Develop our children into positive and healthy world citizens

To develop our children's ability to value themselves as a unique individual with special qualities and strengths developing self-discipline and honesty; taking responsibility for their own actions and appreciating their ability to make a **positive difference in the world**; to develop our children's ability to appreciate, respect and work cooperatively with others, recognising similarities and celebrating differences.

These are simplified for our children using the following poster around school:

 At Rainford C.E, we help you to **GROW**... 

G: To experience God's love and live out our Christian values while respecting God's creation. 

R: To develop into resilient, confident and independent learners with a growth mindset. 

O: To gain outstanding knowledge and skills, through outstanding lessons so that we can know more and remember more, in all subjects. 

W: To value ourselves as unique, honest, responsible world citizens with positive physical and mental well-being, who can make a positive difference in the world through respecting similarities and differences. 

How are our curriculum aims reflected in our curriculum design and long-term planning?

The curriculum content is sequenced to build learning over time- the content for each subject is planned and sequenced so that knowledge and skills build on prior learning and towards clearly defined end points; curriculum content supports subsequent learning: within lessons, lesson sequences, topics, years and phases curriculum ; planning identifies small enough component steps; and known gaps in knowledge and skills are addressed in the sequencing of lesson content.

What are key aims that our curriculum plans to achieve due to our local context?

- Ensure that **all** children achieve their best including the disadvantaged and SEND pupils
- Improving language skills to enable **all** children to build up a wide vocabulary base and develop excellent speaking and listening skills
- Ensure that respect is embedded in our pupils through celebrating differences and ethnic and cultural diversity

How are our schemes of work established for each subject?

- Science- we adapt the Developing Experts scheme of work. This scheme has high quality engaging online resources plus input from industry and university experts. It also gives access for remote learning to high quality PowerPoints.
- RE- we use the Lancashire Locally Agreed Syllabus. We believe it is essential for our local context that children learn about Islam and Hinduism in depth as well as Christianity in order to develop respect and tolerance based on understanding.
- History – we have designed our own curriculum and use Historical Association resources to inform our history planning.
- Geography – we have designed our own curriculum and we use Geographical Association resources to inform our geography planning.
- Music- we use Music Express and in Year 4 the School Improvement Liverpool scheme for Wider Opportunities.
- PSHE – the majority of PSHE is taught through PATHS by Barnardos, the remainder is taught through a mixture of high-quality resources including Jigsaw
- Spanish – School Improvement Liverpool
- Art – KAPOW
- DT – KAPOW
- Computing – Knowsley CLC

How are key knowledge and skills identified and linked over time?

The curriculum content is sequenced to build learning over time. The content for each subject is planned and sequenced so that knowledge and skills build on prior learning and towards clearly defined end points. Curriculum content

supports subsequent learning within lessons, lesson sequences, units of work and across the years of programmes of study. Planning identifies small enough component steps while known gaps in knowledge and skills are addressed in the sequencing of lesson content.

How does our curriculum design support all pupils to learn the curriculum including pupils who are disadvantaged or those with SEND?

We are passionate that every child can achieve learning objectives within a lesson. To ensure this inclusivity, tasks and pedagogies are carefully chosen and scaffolded so that children can achieve the intended learning in a variety of ways. Examples of how tasks can be scaffolded within specific lessons are included within subject policies to support teachers when planning lessons.

Each subject leader has created a SEND support document based on the Quality First Teaching Framework to ensure that all teachers are confident in meeting pupils' needs across the curriculum. We ensure that learning is built up, starting with appropriate scaffolds, which can then be systematically removed. Scaffolding reduces students' cognitive load, allowing them to access and get to grips with unfamiliar tasks in the early stages of learning something new.

Disadvantaged pupils

SLT and the Subject Lead continually monitor the progress of vulnerable groups to ensure adequate progress through discussions with class teachers. These monitoring discussions look at a range of factors such as classroom organisation, teaching materials, teaching style, and scaffolding so that we can make adjustments to enable each child to learn more effectively. Ongoing assessment for learning and summative assessment allows us to consider each child's attainment and progress against expectations. This ensures that our teaching is matched to the child's needs.

SEND pupils

SEND pupils are monitored by both SLT and the Subject Lead- as above. If a child is on the SEND register, they will also have a Helping Hands Plan which, where appropriate, may include specific targets, strategies and intervention programmes to support them in accessing and progressing within our curriculum.

More able pupils

At Rainford CE, we are passionate about enabling all children to flourish therefore we do not set “challenges” for specific children nor do we presume which children will be “greater depth” in a certain lesson. Instead, we ensure that our curriculum design promotes depth of subject understanding rather than breadth of introducing more facts. Instead of accelerating through new content, those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Through targeted staff CPD, all teaching staff are confident in challenging learners to link learning to a bigger picture, to explain their learning in a different way or to extend their thinking.

How does our curriculum design provide opportunities to revisit and embed key learning?

Rather than pupils learning disconnected facts across subjects, staff at Rainford CE are driven to provide a curriculum where pupils know more and remember more. Pupils remember, long term, the essential subject content needed for subsequent learning; teachers know the essential components of learning; teachers emphasise these essential components; and teachers check for misconceptions and gaps. We have implemented the following to ensure our curriculum achieves this:

Within a unit of work

Knowledge organisers:

Every unit of work has a specific Knowledge organiser including:

- Maximum 6 bullet points of key knowledge
- Tier 2 vocabulary (with definitions)
- Suggested texts
- “What I’ve learned previously...”
- “This will help me to...”
- How does this help me to GROW?

These knowledge organisers are stuck in pupils’ books at the start of a unit so that they can be referred to at the start of every lesson in the unit. Furthermore, post-unit quizzes are based on knowledge and vocabulary from these organisers so that pupils are clear on their endpoints of learning.

Retrieval starters:

At the start of every lesson, children are given time to retrieve previous learning to help build their own schemata and embed learning into their long-term memory. This can be done in a variety of ways- see the Retrieval Toolkit for specific examples.

Quizzes:

Post-unit quizzes are used to assess learning of facts from that half term. These are completed at the end of the penultimate lesson in a unit to allow for teachers to address misconceptions/gaps in their final lesson.

Across units of work/ years of study

Retrieval jar:

Every class uses their retrieval jars daily in order to recall key end points across the curriculum from previous years. These key end points have been carefully chosen, one per unit taught, so that children can know and remember the absolute core knowledge for that subject by the time they leave Rainford CE.

Curriculum design:

Curriculum is designed specifically for progressive, cyclical, building up knowledge. This is explained within each subject's policy.

Subject-specific vocabulary:

See below

What is your approach to teaching, using and recalling new and existing vocabulary?

Subject-specific vocabulary has been mapped out across the school to ensure development and repetition of key concepts. Teachers are confident in grouping vocabulary into the following tiers:

- Tier 1- general words used in everyday speech which are already familiar to the majority of students e.g. king, river, copy.
- Tier 2- high-frequency words found in different subjects which are not used in everyday speech e.g. hierarchy, society, justify.
- Tier 3- low-frequency words which are specific to a particular subject e.g. photosynthesis, irrigation, Canopic jar.

The vocabulary we have chosen to focus on teaching in our curriculum is Tier 2 so that pupils can recognise, understand, and use it across the curriculum.

Moreover, understanding of such vocabulary will enable our pupils to grow into mature language users, support comprehension, prepare them for further education and equip them with the confidence and words needed within society.

Our chosen Tier 2 vocabulary is clearly documented in subject vocabulary maps and in long-term planning. To ensure adequate exposure, all lesson plans, knowledge organisers and PowerPoints include vocabulary from this list. This vocabulary is displayed on working walls, where appropriate, and pupils are tested on it at the end of each unit of work. Furthermore, vocabulary is repeated across their primary education so that pupils are given the opportunity to revise and further retain it.

This vocabulary is introduced following our Vocabulary Toolkit to ensure high-quality pedagogy.

How do we assess non-core subjects?

Formative assessment

At Rainford CE Primary School, formative assessment is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class- we use a variety of question types following Tom Sherrington's Teacher WalkThrus strategies. (See Rainford CE Teaching and Learning Policy for further details)
- Observing children at work and intervening where appropriate
- Low stakes quizzes- these could be at the start of the lesson to assess prior knowledge or at key points throughout to assess learning during the lesson. The method for these range from "show me boards" on individual whiteboards to written quizzes in books.
- Marking, which ranges from scanning of work to in depth marking with responses required from the children. (See Rainford CE Feedback Policy for further details)
- Book scrutiny to assess progress over a given period of time
- SEND Support Plan reviews of progress towards targets

Summative assessment

In our non-core subjects, summative assessment takes place at the end of each unit of work as well as at the end of each school year. It informs teachers of how well children have understood and retained learning as well as the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, and to inform school improvement. Examples of summative assessment are:

- End of unit quizzes in all non-core subjects
- Book scrutiny to assess progress over a given period of time
- Termly pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving children

Based on summative and formative assessment, teachers make a termly judgement on whether a child is on track to meet age-related expectations in each subject by the end of the year. These judgements are recorded in the AskEddi.

Further detail of our assessment processes can be found within our Assessment Policy.

Roles and Responsibilities

The Governors will:

- Be able to articulate whole-school curriculum aims
- Provide support by questioning intent, implementation and impact of subjects
- Monitor learning and teaching through book flicks, pupil voice and subject reports from subject leaders

The Head Teacher and Deputy Head Teacher will:

- Provide support by encouraging staff and praising good practice
- Monitor learning and teaching through lesson observations, book scrutinies and data analysis as a Senior Leadership Team
- Give feedback to teachers following lesson observations
- Support staff development through in-service training and provision of resources

The Curriculum Leader will:

- Provide a strategic lead and direction for the curriculum in the school
- Provide support and advice to staff in the design and delivery of the curriculum
- Remain informed about current developments in curriculum design by attending INSET sessions and being involved in independent research and reading
- Disseminate relevant information to staff
- Deliver INSET sessions to staff to support staff development
- Monitor learning and teaching through lesson observations, book scrutinies and data analysis as a Senior Leadership Team
- Monitor standards in the subject, through planning and work scrutiny, statistics, quality of teaching and pupil assessments
- Construct, monitor and evaluate whole school curriculum action plan

The Subject Lead will:

- Provide a strategic lead and direction for their subject curriculum in the school
- Provide support and advice to staff in the delivery of their subject curriculum
- Remain informed about current developments in their subject by attending INSET sessions and being involved in independent research and reading
- Disseminate relevant information to staff, both in writing and through delivering CPD to support staff development
- Create and monitor their subject action plan
- Monitoring learning and teaching through lesson observations and book scrutinies
- Carry out termly data analysis for their subject
- Be a champion for their subject- see Appendix 1

The Class teacher will:

- Be responsible for the teaching of our curriculum as set out in the curriculum policy and the individual subject policies (including following the guidance on how a lesson, book and unit of work should look)
- Be responsible for differentiating support and providing adequate challenge to meet the needs of all learners within their lessons
- Use their initiative to seek support and guidance from the Subject Leads
- Assess children's work in order to inform future planning
- Provide a termly judgement of a child's progress towards expected standard. This will be recorded on AskEddi and teachers will be able to evidence their judgements during pupil progress meetings, where appropriate

Appendix 1



How do we Champion our Curriculum Subjects at Rainford CE Primary?



Key terminology

- **intent:** our vision for our curriculum. We have our **GROW** vision which forms the bedrock of our curriculum design.
- **implementation:** how our curriculum aims are put into reality. This can be seen in our **long-term overviews, medium-term plans** and other curriculum support documents.
- **impact:** how well is our curriculum meeting its intent. This can be seen through the elements of our **monitoring cycle**.
- **cultural capital:** how our curriculum goes above and beyond to ensure that our pupils are prepared and well-equipped to become successful citizens and future learners. This can be seen through our **Essential Experiences**.
- **inclusive:** how our curriculum is specifically designed and delivered to ensure that **all** learners thrive and succeed.
- **progression:** how our curriculum is inherently progressive; builds on prior learning; and allows pupils to accumulate skills and knowledge over time.
- **pedagogical:** relating to the art of teaching, so how our curriculum is **actually delivered** through **quality-first teaching** rooted in **Oracy principles**.
- **broad and balanced:** a curriculum which provides children with substantive and disciplinary knowledge in a range of subjects that they need to develop into well-rounded, informed individuals.
- **substantive knowledge:** the content of the subject so what we want the children to know/do by the end of unit. We call these our **end points**.
- **disciplinary knowledge:** the type of question the discipline asks so how the children need to be able to think to get to that knowledge. We have created a list for success for each subject at Rainford CE.

Planning

The curriculum content is sequenced to build learning over time- the content for each subject is planned and sequenced so that knowledge and skills build on prior learning and towards clearly defined end points; curriculum content supports subsequent learning: within lessons, lesson sequences, topics, years and phases curriculum ; planning identifies small enough component steps; and known gaps in knowledge and skills are addressed in the sequencing of lesson content.

Long-term overviews

Our long-term overviews easily show the coverage of our curriculum offer in each subject. These are colour-coded to show different disciplines within that subject.

Medium-term planning

Our medium-terms planning contains the following:

- unit title
- cross-curricular links
- key vocabulary
- disciplinary skills
- sequence of learning
- end points

WOW Factor

At Rainford CE we believe in the importance of a "wow factor" that goes above and beyond National Curriculum. Examples of these include Languages Day in FL, Women Who Changed the World Day in History and 10 pieces of classical music to know before they leave in Music.

Subject Files

Subject leader files include the following:

1. Policy
2. Overview and planning
3. Extra units/ Wow factor
4. Vocabulary
5. Books
6. Disciplinary knowledge
7. Monitoring
8. Action Plan
9. CPD

Supporting documents

Subject leaders have also created the following documents to support their curriculum intent and implementation.

- Subject-specific vocabulary mapped out across the school (in Excel document). This is Tier 2 vocabulary so words that they will hear across topics and subjects (e.g. words like hierarchy/society/ trade and not words like canopic jar/ Ptolemy/ Anubis in history).
- A shorter list of approximately 10-12 of the most common, absolute non-negotiable words that all children need to be able to use by the end of KS2 (to be displayed in classrooms).
- Quality books/ texts mapped out for every topic in every year group.
- Safeguarding document which shows how their subject links into Safeguarding.
- British Values document which shows how their subject links into British Values.
- List of diverse notable figures in their subject (where appropriate).
- List of disciplinary knowledge in their subject.

Subject Policies

Subject Policies include the following:

1. What does our X curriculum aim to achieve? (intent)
2. How does the X curriculum intent link to the whole school curriculum intent at Rainford CE? (links to GROW with specific examples, Safeguarding and British Values)
3. How does our X curriculum aim to address the local context? (3.1 Wide gap between disadvantaged and non-disadvantaged 3.2 Predominantly white British community 3.3. Our local area)
4. What is our approach to long term planning and curriculum design in X? (narrative around curriculum choices including an overview of topics in a table and an overview of key people)
5. What does a typical unit of work look like in X at Rainford CE?
6. What does a typical X lesson look like at Rainford CE?
7. What does a typical X book look like at Rainford CE?
8. How do we ensure that children 'know more and remember more' in X?
9. How do we meet the needs of all pupils, particularly disadvantaged pupils and SEND pupils, within our X curriculum?
10. How do we assess X at Rainford CE?
11. How do we monitor X at Rainford CE? How do we ensure that all staff, leaders and governors have a common, up-to-date understanding of our X curriculum?
12. What does X look like in EYFS at Rainford CE?

Monitoring Cycle

At Rainford CE, teachers record foundation judgements on [AskEddi](#) termly.

All foundation leaders complete the following:

- data analysis at the end of each term.
- book scrutiny at least twice each academic year.
- pupil voice at least once each academic year; and
- lesson drop ins at least once each academic year.

Clear templates are provided for all monitoring and subject leaders work alongside SLT to ensure that monitoring is thorough, focussed, meaningful and impactful to move their subject on.

All foundation leaders triangulate their monitoring findings to update their subject action plans based on monitoring evaluations.

Furthermore, each subject will report and present to governors over a monitoring cycle.

