



RIPPLEVALE
SCHOOL

Primary Curriculum

Date of issue: 27.07.2022
Review Cycle: Annual
Next Review Date: April 2026

Ripplevale School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

Ripplevale School provides a caring learning environment where our students make meaningful progress, relative to their individual starting points. Our aim is to encourage them to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people

While this current policy document may be referred to elsewhere in Ripplevale School documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)

- Educare (online CPD)

Ripplevale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School.

The policy documents of Ripplevale School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Intent

We are committed to providing a curriculum which is broad and balanced, and provides our students with opportunities to gain essential knowledge, skills and understanding. We aim that all students should enjoy their learning, achieve their potential and become independent life-long learners. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents and reach their full potential.

Curriculum Aims

- To develop each students' knowledge, skills and imaginative understanding by maximising their potential through a broad balanced, differentiated curriculum geared to individual needs, encompassing most elements of the National Curriculum 2014.
- Provide a broad and balanced education for all students that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning, employment and achieving as much independence as possible
- Provide children with an inspiring and enquiry-based curriculum to promote creativity and a thirst for learning.
- To prepare students for their transition into secondary education, albeit it at Ripplevale, or if appropriate a mainstream provision.
- Enable students to develop knowledge, understand concepts and acquire skills, and the ability to choose, apply and transfer these in relevant situations.
- Support students' spiritual, moral, social and cultural development and promote fundamental British Values.
- Support students' physical development and responsibility for their own physical and mental health, and enable them to be active and mentally well.

- Promote a positive attitude towards learning and school.
- Ensure equal access to learning for all students, with high expectations and appropriate levels of challenge and support.
- For all students to make the best possible progress relevant to their starting point and to achieve the highest possible attainment.
- Equip students with the knowledge and cultural capital they need to succeed in life.
- Enable our students to become good citizens and demonstrate an appreciation for others. Students will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

Implementation

Curriculum Provision

Students have access to the National Curriculum and a personalised curriculum where identified. The Primary Curriculum is linked to a topic to allow for a cross curricular and holistic approach. Learning is delivered through a two-year rolling programme. Aspects of the curriculum are arranged so that the National Curriculum requirements are covered and all students learn appropriately for their year group without repeating topics. Programmes of Study (PoS) and Schemes of Work (SoW) are in place for all subjects, class teachers are responsible for following the PoS and SoW whilst planning and differentiating lessons appropriately to ensure all the needs of each learner is met.

The specific subjects taught in Primary are as follows (with curriculum areas highlighted in square brackets) – Long-term plans and medium-term plans and allied schemes of work for all elements are all stored on the school network:

- English
 - Speaking, listening, reading and writing in all areas of the curriculum. students' reading skills are developed through the use of the Letters and Sounds phonic programme and a wide range of appropriate phonic reading schemes. Communication with others is taught effectively through written and spoken English. [Linguistic]
- Mathematics
 - Developing an understanding of mathematical ways of thinking and the ability to handle numbers. Skills involving reasoning, problem solving and the ability to think in an abstract way are developed through the Mathematics PoS. [Mathematical]
- Science
 - Studying science stimulates and excites students' curiosity about phenomena and events in the world around them. [Scientific]
- Computing (ICT)
 - Prepares students to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and

developing technology. Students' study Computing as a discrete subject, but it also permeates the whole curriculum, with opportunities to develop and use computing skills taken whenever possible. [Technological]

- History
 - Fires students' curiosity about the past in Britain and the wider world. Students learn how the past influences the present and how beliefs and cultures influenced the way people behaved in the past. [Human and social]
- Geography
 - Provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world and a range of investigative and problem-solving skills. [Human and social]
- Art and Design
 - Stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. [Creative education]
- Design and Technology
 - Provides opportunities for students to become autonomous and creative problem solvers, both as individuals and as members of a team. They also learn practical skills such as cooking which they will use all their lives. [Technological/Creative education]
- Music
 - Is a powerful, unique form of communication that can change the way students feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. [Creative education]
- Physical Education
 - Develops students' physical competence and confidence, and their ability to use these to perform in a range of activities. It provides opportunities for students to be creative, competitive and to face up to challenges as individuals and as part of a team. This is a two-hour timetabled slot per week. [Physical and aesthetic]
- Religious Education
 - aims to develop student's understanding of the world's religions. Through religious education, students will learn about different religions and their traditions, practices and beliefs. Religious education also promotes children's tolerance and mutual respect in a diverse society. [Human and social]
- Personal, Social and Health Education and RE
 - Gives students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, responsible citizens. PSHE also ensures learning about protected characteristics and British values – although these are threaded throughout the whole curriculum as part of SMSC provision [Human and social]

Our curriculum goes beyond timetabled subjects outlined in the National Curriculum; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as:

- Enrichment – Primary Charter of Experiences
 - A collection of approx. activities we feel our primary students should have the chance to encounter to give them a broader understanding and approbation of the world they live in
- Extra-curricular activities
 - Lunch time clubs to raise awareness of different hobbies/pastimes. In addition to this, clubs that are decided through student voice.
- School events
 - Such as notational theme days, and fundraising events.
- Trips
 - Linked to curriculum coverage or Primary Charter.
- Subject enrichment days
 - To gain a deeper and wider understanding of subjects, through enriching activities
- Cultural days
 - To gain an appreciation of how others live and experience different cultures through immersive experiences.
- Careers days
 - Give an insight into different jobs that people in our community do and inspire students to work towards achieving their aspirations

The exposure to these learning experiences promote the ethos that learning occurs at all times and through different contents, all of which nurture creativity and imagination, whilst promoting engagement and learning relevance. These opportunities help towards the potential to raise attainment, improve engagement and motivation to learn, whilst building on resilience and emotional and social development.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural Experiences, British Values and knowledge of democracy and the rule of law.

We are fortunate to have our own woodland on site which is used for Outdoor Learning/Forest School sessions. The Forest School is an inspirational process with a specific ethos which offers students opportunities to achieve, develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment. Students participate in engaging, motivating, small achievable tasks with opportunities to develop emotional and social skills including developing an understanding for the environment around them.

Personalised Approach

We are able to offer a variety of teaching and learning styles in response to individual learning with an aim of delivering the curriculum to develop independence to the best of each student's ability. Small learning steps underpin the curriculum and these are planned along with repetition, reinforcement and positive, developmental feedback.

Programmes are personalised to each student's requirements, reflecting their Outcomes as specified in their Education, Health and Care Plans. Class teachers incorporate class based interventions in relation to literacy and numeracy, and will differentiate all subject long term plans accordingly for the students in their class.

Appropriately planned and levelled interventions and therapies for academic, personal and wellbeing development are available. Some students may, in addition, follow additional programmes specific to their needs such as participating in literacy and numeracy interventions, Occupational Therapy, Speech and Language Therapy, Drawing and Talking Therapy, mental health and wellbeing support, counseling, and animal care to name but a few.

Impact

Progress Monitoring

- Termly progress reports are sent to parents/carers three times a year.
- Outcomes from the Educational Health Care Plans (EHCPs) are reviewed three times a year during the Educational Health Care Plan Review Meetings with parents.
- Assessment for Learning is embedded into teacher practice.
- Students' progress is tracked by the whole school assessment tool, Pupil Asset and therapy and intervention headlines.
- Marking should inform students of developmental steps to reach the next level.
- SMSC Grid to capture SMSC opportunities.

Wellbeing

Wellbeing is tracked through Class Charts.

Students are happy, they enjoy coming to school and learning. Their wellbeing is tracked through Class Charts and during regular daily check ins. Children feel safe, they can be who they are without judgement from others.

Personal Development

Positive behaviour is tracked through Class Charts.

Students learn to make the right choices in their learning and behaviour. We promote and model our values across the school. Support is allocated to help children meet the outcomes in their EHCP.

Student Voice

Student opinions and views are gathered through annual satisfaction surveys and termly student council meetings.

The majority of students enjoy coming to school, they think they are learning and are proud to be members of Ripplevale School.

Students will leave Year 6 ready for the next stage in their learning at secondary school. The curriculum will have provided a range of knowledge and skills to support them in their future learning, and have helped them develop strategies in helping overcome barriers to their learning. Students will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. Students will have a strong desire to embrace challenges and to be resilient learners.