

Ranelagh Curriculum Policy



Aims and Objectives:

The Ranelagh Curriculum ensures that the skills of the National Curriculum foundation subjects are taught through an innovative and inspirational approach. At Ranelagh, we provide the children with a broad and balanced curriculum that is not only relevant to their needs but is rooted in memorable and meaningful experiences that allow our children to be inspired and motivated to learn. Teachers are supported in planning through a series of documents that outline key content and skills that should be covered in each key stage and throughout each curriculum topic. The key concepts which link curriculum topics together across year groups and subjects have been mapped out and are displayed on topic-specific knowledge organisers that outline the expected content that should be covered. These have been developed for each year group, ensuring appropriate challenge and progression and they enable the foundation subjects to be taught in a cross-curricular approach through 'themes' identified by the children. Teachers plan together using these documents and discuss how they will translate them into meaningful learning experiences and outcomes for pupils, including enrichment and immersive experiences. P.E, Computing, R.E Spanish and PSHCE are taught discretely, but are incorporated into Ranelagh Curriculum lessons as often as possible.

In addition, a strong emphasis is placed on reading and writing across and within the curriculum. The children are given opportunities to apply and experiment with their understanding of different writing genres. One piece of extended writing is then recorded in their Ranelagh Curriculum books every two weeks. Maths is also embedded within the Ranelagh Curriculum and is explored across lessons, with links made wherever appropriate.

Planning:

Every half term the children learn through a different 'theme'. At the beginning of a topic, the children generate questions that are based on their understanding and what they want to discover. Teachers are then responsible for completing medium term plans based on their children's needs and interests, considering which skills will be taught throughout the course of the year. Teachers are supported in planning the National Curriculum objectives set out in key stage specific sequences of learning and bespoke knowledge organisers relating to each topic. Planning is then broken down weekly into individual lesson plans and resourced by class teachers. Key vocabulary and 'big questions' are identified and explored as the children move through the topic, both of which are on display in the classroom.

Planning is stored on the schools Google Staff Drive and is archived each year. The Ranelagh Curriculum overview as well as subject specific maps are also located on the school website.

In weekly planning meetings:

Teachers discuss the children's learning and identify next steps, planning for the week ahead (in line with their medium term planning). Teachers annotate their weekly planning on paper or electronically, recognising which students have achieved the objectives and next steps for the learning journey. Cover staff are also expected to annotate daily lessons plans if they have taught lessons.

Evidence:

There must be evidence of every lesson taught in the Ranelagh Curriculum. There needs to be a variety of evidence:

- In children's books (marked with interventions and next steps identified)
- photographs and videos (for lessons that aren't recorded in the children's books)
- class displays

Homework:

The children are sent weekly homework that is linked into what they have been learning in the Ranelagh Curriculum. Homework may consist of written tasks, research (for upcoming lessons), Art and DT projects. At the beginning and end of topics children are tasked to create home-learning projects that are then brought and in celebrated at school.

Assessment:

The subjects taught within the Ranelagh Curriculum are assessed. Formatively, the children are given opportunities to self-assess their learning throughout a topic by answering weekly key questions, aimed at building their understanding. The children's books are marked daily, with next step comments and intervention marking which moves the children forward.

Summatively, each class teacher carries out a termly assessment of each child against the skills set out in the sequence of learning. This is recorded on marksheets and imported into the schools data monitoring system. Data is then reviewed and analysed by subject leaders and used to identify areas for improvement. In addition, subject leaders collect evidence (data, photographs, pupil work) from year groups throughout the year to enable them to assess how well their subject is being delivered across the school.

Parents and carers are kept informed of developments, through termly curriculum newsletters, open evenings, end of year reports and the school newsletter.

Monitoring and Review:

The Ranelagh Curriculum leader and individual subject leaders are responsible for monitoring and reviewing the teaching and learning across the school. They monitor planning, books and data, including pupil voice, each half term. This process is also reflected in their individual, subject-specific action plans as well as the SDP (School Development Plan) which are updated every term.

The Ranelagh Curriculum leader adapts the curriculum on an annual basis as part of the monitoring and review process, making necessary adjustments to topics and themes as needed.