



Curriculum Policy

including homework

Reviewed by Amanda Parker

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Aims and Values

At Rosemary Works School, we aim to work in partnership with all members of the school community to make teaching and learning exciting and enjoyable, support and challenge every child to achieve at the highest possible level and create a safe and secure environment where every child is happy, valued and prepared to make a positive contribution to our rapidly changing society.

Our school aims are to **Challenge, Innovate, Nurture** which is embedded in all aspects of school life including the curriculum.

All members of the school community agree to uphold the Rosemary Works School Values:

- **Community** – We are all part of the Rosemary Works family, working together towards a common goal.
- **Happiness** – We enjoy coming to school every day, fostering a love of learning and having fun!
- **Enquiry** – We encourage each other to be curious, work hard and try new things to learn and grow.
- **Creativity** – We encourage each other to express ourselves and our individuality.
- **Kindness** – We are kind and respectful to everyone.

Curriculum Aims

At Rosemary Works, the EYFS and Primary curriculum aims to:

- Provide a rich, broad and, balanced and curriculum with that exposes increases knowledge and skills;
- Tailor education to individual need, interest and aptitude so as to fulfil every child's potential with appropriate levels of challenge and support;
- Structured to ensure progression and continuity within and between academic years and key stages;
- Structured to ensure clear links between subjects via termly themes, making learning meaningful;
- use diverse teaching strategies to develop the talents of each child with opportunities for enrichment and creativity;
- Support children's spiritual, moral, social and cultural development;
- Support pupils' physical development and responsibility for their own health, enabling them to be active;
- Engage the children's interest, encourage and motivate them and promote a love of learning.
- Promote equal opportunities, challenging stereotypes and unconscious bias;
- It will open their eyes to the wonders of creation and cause them to marvel at the incredible and fantastic world in which we live;

These are underpinned by our School Aims and Values as described above

Curriculum subjects

The curriculum is based on the National Curriculum and the Early years Foundation Stage statutory framework. We believe that we have a duty to ensure all children have access to this curriculum, not only because of the breadth and depth of its learning potential, but also to ensure children leave primary school with the tools necessary to access Key Stage 3 and to succeed in their adult lives. However, we have included new areas of the curriculum that we feel suits our children well and complements the National Curriculum.

The curriculum comprises the following lessons:

Year Group	English	Maths	Science	PE (including swimming)	Life Learning (PSHE & RSE)	Art & Design	Topic (History, Geography and RE)	MFL (Spanish)
Nursery	C&L	Mathematics	U t W	PD	PSED	EA&D	U t W	✓
Reception	Literacy							✓
Year 1	✓	✓	✓	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓	✓	✓	✓

Year Group	Computing	Music	Forest School	Democratic Time	Meditation & Mindfulness	Peer Massage	Reasoning
Nursery	x	✓	✓	x	x	x	x
Reception	x	✓	✓	x	x	✓ (summer term)	x
Year 1	✓	✓	✓	✓	✓	✓	x
Year 2	✓	✓	✓	✓	✓	✓	x
Year 3	✓	✓	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓	✓	✓

Opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- visitors, including artists, authors, actors, musicians and other specialists;
- the use of the school grounds, the locality and the wider environment;
- educational visits;
- support of parents.

Many of these activities will embrace the cultural diversity of the society in which we live and enhance the environment of the school.

EYFS Curriculum

The Nursery and Reception Years follow the DFE Curriculum Guidance for the Foundation Stage which includes:

The Prime Areas:

- Communication and Language
- Physical Development.
- Personal, Social and Emotional Development

The Four Specific Areas:

- Literacy
- Mathematics.
- Understanding the world.
- Expressive Arts and Design.

The curriculum and timetable are carefully designed to offer children opportunities to learn across these areas through play and discovery, using a balance of adult-led sessions and free choice. These may take place in the classroom, outdoors or at off-site facilities. Please see the EYFS policy for further details of our approach.

Organisation, Planning and Delivery

Termly or half-termly themes and curriculum coverage are mapped in a long-term curriculum map. All subjects of the curriculum are taught in classes with differentiation as necessary. Each class has a different theme each term (or half term) and cross-curricular links are made between subjects based on this theme where appropriate. An extensive range of high-quality resources is used to underpin the curriculum.

The curriculum is taught in a creative, thematic way with strong connections between different subjects. The majority of subjects are taught by the class teacher, with specialist sessions for MFL, Music, Forest School, Mindfulness and some PE sessions.

Learning objectives are introduced for each lesson. These are brief, clear, specific statements of what children will be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place. This helps to focus teaching and to clarify, organise and prioritise learning.

We use a variety of schemes, websites and high-quality external resources to add to our teachers' own planning. The most significant of these are our Maths and Phonics schemes, where we use well established schemes that have evidence to back up their effectiveness.

Read Write Inc

Phonics in the EYFS and Key Stage 1 is planned and delivered using Read Write Inc. Read Write Inc (RWI) is a synthetic phonics programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

The sounds are introduced in sets and children are given books to read that use the sounds they have learnt. They use fun images, movement and mnemonics to remember how to form letters. They also learn high frequency words (red words) alongside the sounds.

Children in Reception to Year 2 will take home books linked to the sounds they have learnt. Children in Key Stage 2 who have not yet passed the Key Stage 1 phonics check will continue to follow the scheme in 1:1 or small group sessions to support their learning.

White Rose Maths

Mathematics in Key Stages 1 and 2 are planned and delivered using the White Rose scheme, emphasising a comprehensive understanding of mathematics. This pedagogical approach has been shown to enhance maths skills and problem-solving skills, providing a coherent and connected curriculum.

The core of White Rose Maths is the maths mastery approach, which focuses on depth of understanding, ensuring that key concepts are fully grasped to create secure foundations on which to build more advanced understanding. Each concept is introduced through visual representations and hands-on activities before progressing to more abstract concepts. This ensures that students have a concrete understanding before moving on.

11+ preparation

Many children at Rosemary Works School will be required to take a test for entry to independent secondary schools or selective grammar schools at Year 7. This is known as the 11+ exams. Independent schools will also require an interview and a Head Teacher's reference as part of their assessment process.

Different schools will suit different families, so the 11+ preparation begins with conversations between the Head Teacher, the child's class teacher and the parents to ascertain the family's wishes and to advise them on appropriate schools to consider.

We have high ambitions for our children and will support them to achieve well during the 11+ process, aiming for each child to gain entry to a school of their choice. We do this through carefully targeted preparation, considering the entry requirements and assessment format for each school.

Throughout all years at Rosemary Works, children are prepared for the 11+ assessment through a creative, ambitious curriculum in which children are exposed to challenge and high level thinking. They engage in discussion and are encouraged to express and explain their ideas. They read high level texts, considering complex inference as appropriate to their age, and are exposed to mathematical problem solving from a young age.

In Key Stage 2, Reasoning is introduced to the timetable to explicitly teach Verbal and Non Verbal Reasoning skills.

In Years 5 and 6, children are presented with work in the format of many secondary school examinations. With the exams increasingly moving to online platforms, this is often done via Atom Learning, an online platform which creates adaptive tasks to match the level of the child. If a child intends to sit for a school that uses paper tests, they will work on examples similar to those administered by their school of choice. Practice papers and Atom tasks are also set as optional homework.

Children in Year 5 and 6 are also prepared for interview, through group and individual discussion with their class teacher and the Head Teacher.

In Year 6, children are given a mock examination (online or on paper) and a mock interview with an unfamiliar visiting school leader.

Homework

Homework is set to link the curriculum with learning at home, to consolidate learning and to encourage independence and creativity.

Nursery children are not set homework. However, parents are encouraged to read with their children and sing songs to promote language development. In Reception and Year 1, children are expected to read with an adult at home each evening, using books linked to the phonics scheme. Teachers will also share information with parents about what they have been learning in school and may suggest activities that they might like to do with their child.

In Years 2-6, children continue to read at home and are also given English and Maths homework in addition to creative tasks linked to a topic. Older children preparing for secondary school exams will be set additional homework to support them in this, usually focusing on English, Maths and Reasoning skills.

Teachers are free to choose how this is set and returned as appropriate to the age of the children. For example, children may have homework in the following forms:

- Spelling words to practice
- Times tables to revise
- English and maths sheets or workbooks to complete
- Art and design tasks
- Open ended creative projects
- Learning songs or lines for performances
- Online exam preparation via Atom Learning

Homework at Rosemary Works is kept to a low level. We know that children lead busy lives out of school and want to encourage them to pursue their other interests. We do not want for homework to become stressful or for children and parents to take a long time to complete work that they require extensive support with – they should do what they can and bring this back instead to go over with their teacher.

We encourage all children to complete homework and the class teacher will discuss with children and parents if homework is regularly not completed, working together to support

the child. We do not, however, impose sanctions for missed homework and show flexibility to fit around external activities, events and family life.

Assessment, Reporting and Target Setting

Please see the Assessment Policy for further information about assessment, reporting and target setting.

Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE)

The Board of Directors has an agreed policy for Relationships Education. Relationships Education forms part of the science and health education programmes of study. The parents of children in Years 5 and 6 are given an opportunity to preview the media used as the basis for the Sex Education programme of study which goes beyond the statutory science curriculum. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so.

Please see the RSE Policy and PSHE Policy for more information.

Spiritual, Moral, Social and Cultural Development

Through the curriculum ensure that all children are provided with opportunities to develop Spiritually, Morally, Socially and Culturally (SMSC) both within the planned curriculum and through current affairs, independent study, assemblies, extra events and experiences. Our curriculum is structured to enable the development of social skills and independence.

Please see the SMSC policy for further details.

Extracurricular activities

A wide range of activities is offered for children in Years 1-6 at the start of each term. Parents of children wanting to attend such activities are asked to sign an online consent form. Most teaching staff participate in the provision of extracurricular throughout the year.

After school activity clubs generally run from 4pm to 5pm after school, Monday to Thursday. There is a mix of clubs that are consistent throughout the year and clubs that change on a termly basis. Year round clubs include choir, drama, cookery and karate. Examples of termly clubs include art, coding, cricket, dance, science, animal-lovers' club and around the world club. Teachers work together to ensure the offer is appropriate for a range of ages.

Music tuition on a 1:1 basis is offered during the school day, with a rotating timetable so children do not repeatedly miss the same session.

Equal Opportunities

All children, regardless of any of the protected characteristics, are given full access to our curriculum. We have a positive policy of equal opportunities and believe in the inclusion of all.

We actively encourage children to learn about diverse cultures and current and historically important people of all backgrounds, challenging stereotypes and unconscious bias. These are woven into the curriculum but also focus special occasions to celebrate – e.g., Black History Month, International Women's Day, LGBT+ History Month, Pride and so on.

Teachers set high expectations for all children and will plan challenging work, ensure access to the curriculum for all pupils including the more able, those with SEND, those learning English as an additional language and children from a variety of backgrounds. Please see the SEND policy for further information about how these children will be supported.

Links to other policies

This policy should be read and applied in conjunction with the following school policies:

- EYFS policy
- Assessment Policy (including Marking, Target Setting and Reporting)
- PSHE policy
- RSE policy
- SEND policy
- Equality information and objectives

Review of Policy

The effectiveness of this policy is reviewed regularly by the staff and annually by the Board of Directors.