



# 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 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;
- Be structured to ensure progression and continuity within and between academic years and key stages;
- Be 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:

	Nursery and Reception	Year 1	Year2	Year 3	Year 4	Year 5	Year 6
English	Communication and Language, Literacy	✓	✓	✓	✓	✓	✓
Maths	Mathematics	✓	✓	✓	✓	✓	✓
Science	Understanding the World	✓	✓	✓	✓	✓	✓
PE	Physical Development	✓	✓	✓	✓	✓	✓
Swimming		✓	✓	✓	✓	✓	✓
Life Learning (PSHE and RSE)	Personal, Social and Emotional Development	✓	✓	✓	✓	✓	✓
Art and Design	Expressive Arts and Design	✓	✓	✓	✓	✓	✓
Topic (History, Geography and RE)	Understanding the World	✓	✓	✓	✓	✓	✓
Spanish	✓	✓	✓	✓	✓	✓	✓
Computing		✓	✓	✓	✓	✓	✓
Music	✓	✓	✓	✓	✓	✓	✓
Global Awareness Studies		✓	✓	✓	✓	✓	✓
Forest School	✓	✓	✓	✓	✓	✓	✓
Reasoning				✓	✓	✓	✓
Peer Massage		✓	✓	✓	✓	✓	✓

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

- visitors, including artists, authors, actors, musicians and other specialists;
- special events or themed days, weeks and months
- the use of the school grounds, the locality and the wider environment;
- educational visits.

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.

In the EYFS at Rosemary Works School, assessment is an ongoing and integral part of the learning process. Practitioners use observations and interactions to assess children's progress and development, ensuring that learning experiences are tailored to meet individual needs. Assessment data helps inform planning, supporting children in achieving the Early Learning Goals. Through this responsive approach, we ensure that each child is given the right balance of challenge and support, fostering confidence and a love of learning from the earliest stages.

Further details can be found in our EYFS Policy.

## 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' 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.

### **Curriculum Enrichment**

We are committed to providing a rich and engaging curriculum that extends beyond the classroom. We offer a variety of enrichment opportunities to enhance pupils' learning and broaden their experiences. These may include:

- Workshops with artists, authors, actors, musicians and other specialists
- Educational visits to museums, galleries, historical sites and other places of interest
- Visitors to the school to share their expertise and experiences
- Themed events and special days to celebrate learning and cultural diversity
- School concerts and productions

- Participation in local community or national projects and events
- Opportunities to participate in fundraising events for charitable causes
- Outdoor learning experiences that utilise the school grounds and local environment
- Young Enterprise programme

These experiences complement classroom learning, providing children with opportunities to explore their interests, develop new skills and deepen their understanding of the world.

## 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 homework 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 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**

At Rosemary Works School, we use a combination of formative and summative assessments to monitor and support student progress. Our assessments provide valuable insights into each child's strengths, areas for growth, and overall development. Teachers use this information to tailor their lessons, ensuring all children receive appropriate support and challenge. Regular assessments also allow us to celebrate achievements and set ambitious yet achievable targets. Progress is shared with parents through termly parents evenings and twice yearly written reports, fostering a strong partnership in each child's learning journey.

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.

## Global Awareness Studies

At Rosemary Works School, we believe it is essential for our pupils to develop a strong appreciation of interconnected worldwide environmental, political, economic, and social relations and their consequences. Global Awareness Studies are integrated into our curriculum through Life Learning and Topic lessons, providing opportunities for children to:

- Develop an understanding and appreciation of diverse cultures, societies, and global issues.
- Learn about the interconnectedness of the world and the importance of global citizenship, recognising a responsibility to participate in actively shaping those relations and consequences.
- Explore concepts such as sustainability, social justice, equity, and human rights.
- Develop critical thinking and problem-solving skills, and the ability to discuss current affairs in an age-appropriate way.
- Foster a sense of empathy, responsibility, and respect for diversity, preparing our pupils to be informed and active global citizens, demonstrating this responsibility through active and constructive involvement with global issues individually, through our communities, and in concert with people around the world.

## 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 currently include 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 covers a broad range of activities and 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. Sessions currently on offer are piano, singing and woodwind.

## **Provision for Pupils with Special Educational Needs and Disabilities (SEND) including those with EHCPs**

At Rosemary Works School, we are committed to meeting the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND). We strive to create an inclusive learning environment where every child can thrive.

Our curriculum is designed to be broad, balanced, and differentiated to cater to individual needs. We have clear procedures in place for identifying and supporting pupils with SEND, ensuring that support is tailored to individual needs.

### **Identification and Support**

We have clear procedures in place for identifying and supporting pupils with SEND. This begins with class teachers who work closely with the Special Educational Needs and Disabilities Coordinator (SENDCo) to assess individual needs through a graduated response. We identify pupils' strengths and areas for development and, where necessary, create Pupil Passports to provide targeted support. These are regularly reviewed to ensure that interventions are effective and responsive to changing needs.

Where necessary, we will make referrals to and liaise with external specialists so as to best tailor the curriculum to the needs of an individual child.

### **Education, Health and Care Plans (EHCPs)**

For pupils with the most complex needs, we work collaboratively with families and external agencies to secure and implement Education, Health and Care Plans (EHCPs). We are committed to ensuring that pupils with EHCPs have access to the full curriculum and are fully included in all aspects of school life. This may involve:

- Liaison with other schools, outreach services and external agencies
- The provision of aids to support learning
- Adaptation of the material presented to a group within the class
- The provision of 'additional to and different from' support directly linked to individual targets which break learning down into steps manageable by the particular child
- A personal support plan aimed at modifying behaviour
- Periodic withdrawal either individually or as part of a group
- Reallocation of a child to a year group in which their chronological age does not match that of the rest of the group. Such a move would be made exceptionally, where it is beneficial for a child's social or emotional development and relationships with peers. It would always follow consultation with parents.

EHCPs are reviewed annually, with parents and relevant professionals contributing to the process. We work closely with secondary schools to ensure a smooth transition for pupils with EHCPs, with meetings arranged to discuss individual needs and provision

## Interventions

To support pupils who are not making expected progress, we provide interventions that are 'additional to and different from' the usual classroom provision. These interventions are targeted to address specific areas of need and are carefully planned and delivered to help pupils achieve their learning goals. Interventions may take various forms, such as small group work, 1:1 support, or specific programmes designed to address gaps in learning.

Interventions may target Maths, English, Social Skills or SEMH support. We use schemes and resources such as Catch Up Literacy/Maths, Numicon, Read Write Inc phonics and Drawing and Talking, with staff trained in the use of these. We may use other personalised resources to support learning, such as times tables interventions, social stories or pre-teaching of an upcoming topic.

The effectiveness of interventions is regularly reviewed to ensure that they are supporting pupils' progress.

See our SEND Policy for further information about our provision for pupils with SEND.

## English as an Additional Language (EAL)

At Rosemary Works School, we celebrate the linguistic diversity of our pupils and recognise the value of multilingualism. Many of our children come from multi-lingual homes, and we encourage them to maintain and develop their home languages alongside English.

For most of our pupils, English language development progresses well through the curriculum. However, we recognise that some children may join the school with limited English language proficiency and require additional support to access the curriculum effectively.

Pupils who are new to English will be supported to develop their language skills through a variety of strategies, including:

- Visual aids and resources to support understanding
- Scaffolding of tasks and activities to ensure access to learning
- Opportunities for collaborative work with peers
- Differentiation of curriculum materials to match language proficiency
- Additional Teacher or TA support

We closely monitor the progress of pupils learning EAL and adapt our support as their language skills develop. Our aim is to ensure that all pupils, regardless of their starting point with English, can fully access the curriculum and achieve their potential.

## 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 to ensure a diverse perspective throughout teaching, for

example using music or stories from different cultures, or ensuring that characters depicted in resources include diverse people. Diverse perspectives are represented through trips, workshops, guest speakers and encouraging staff and pupils to share their own experiences. We also focus special occasions to celebrate diversity – 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.