



## RYHALL CE ACADEMY

### Our Curriculum Statement

#### **Our Vision:**

Ryhall CE Academy will provide the best learning environment that embraces excellence and academic rigour. Set within a framework of spiritual, intellectual, physical, emotional, moral, social and cultural development, we aim to:

- ignite a passion for life-long learning;
  - develop great thinkers who embrace challenge;
  - promote curiosity, enthusiasm, independence, self-belief and confidence.
- inspiring and preparing every child to live 'life in all its fullness'.

*'I have come in order that you might have life—life in all its fullness'*

*(John 10:10 Good News Translation)*

Our strong Christian ethos encourages:

**compassion,  
friendship,  
hope,  
respect,  
trust  
and resilience**

and we believe these values should underpin everything we do, both during and beyond the school day, including the decisions that we make. These, together with the value of resilience, provide a strong sense of perseverance and lifelong learning, honesty, mutual respect, happiness, enjoyment and high standards. Whilst they are a visible presence around the school, our values are far more; all members of the school are actively encouraged to live them out every day. Our 'strapline'

**'look back with pride and move forward with confidence'**

encourages children to face their fears, demonstrate endurance, believe in their ability and value all that is strong and good about themselves.

We also teach the British values of democracy, justice and the rule of law, and mutual respect for those of different faiths and beliefs and for those without faith and individual liberty.

#### **Our Pathway:**

Working together as one, through the affirmation of God's love within a distinctively Christian ethos, we aim to:

Educate for:



- Wisdom and Knowledge
- Hope and Aspiration
- Community and Living Well Together
- Dignity and Respect

and

Promote a positive, open and honest culture which embraces and nurtures these.

## Inclusivity

We ensure our curriculum is accessible to all.



## CURRICULUM INTENT:

In our Trust the curriculum is broadly defined as the knowledge students are expected to learn (including spiritual, moral, social and cultural) through the totality of experiences provided in our children's primary schooling. By knowledge we mean facts, concepts and rules (declarative knowledge: to know that...), and procedural knowledge (to know how....) acquired through experience and /or education.

The curriculum lies at the heart of education in Ryhall CE Academy. It therefore determines what our learners will become, what they will know and understand, and what they will be able to do by the time they leave.

Bearing in mind the definition of knowledge above, we aim for our knowledge-rich curriculum to enable:

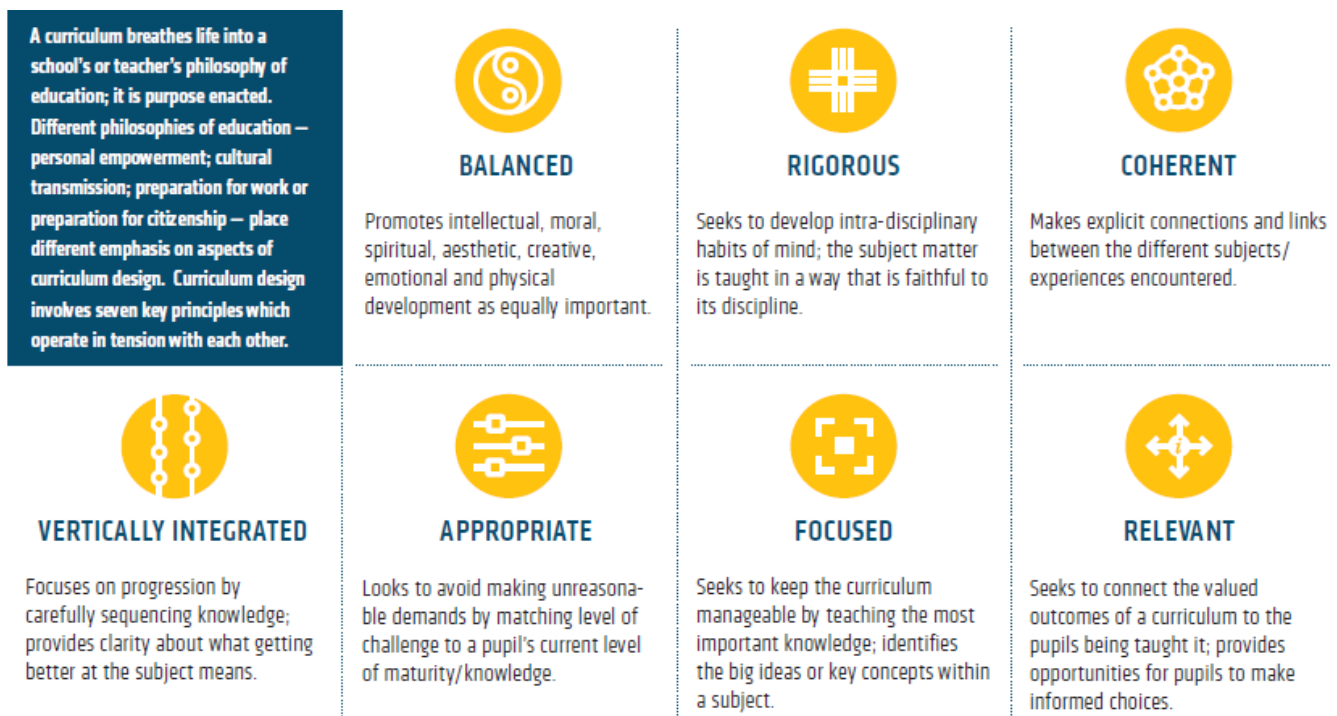


- (i) Sustained mastery (and a greater understanding for those who are capable) of subject specific key knowledge that we want the children to acquire;
- (ii) Sustained mastery of knowledge that pupils will need to be able to make sense of the world by providing rich cultural capital.

We deliver the National Curriculum 2014 throughout Key Stage 1 and 2 providing pupils with 'an introduction to the essential knowledge that they need to be educated citizens and to the best that has been thought and said, helping to engender an appreciation of human creativity and achievement'.

We regard the curriculum as the progression model. We focus on knowledge progression mainly through subject specific models within the context of themes or topics. Hence, our long term aim is for our curriculum to be coherently planned, organised and structured with key concepts identified and prioritised, built upon and revisited.

Key principles of our curriculum design are illustrated below:







William D. (2013) Principled Curriculum Design (Designed by Oliver Caviglioli)



## GOLDEN THREADS

Our curriculum has four '**Golden Threads**' woven through all our teaching and learning. They underpin all that we do and are the foundations upon which success for our pupils is built upon.

INTENT: What are we trying to achieve?			
CHRISTIAN VALUES	LANGUAGE-RICH	KNOWLEDGE-RICH	ACTIVE & ENGAGED
			
<p>Our intention is to embrace and develop a shared set of values in our children, preparing them for life in an ever-changing, modern world. Set within a framework of spiritual, intellectual, physical, emotional, moral, social and cultural development, we aim to:</p> <ul style="list-style-type: none"> <li>ignite a passion for life-long learning;</li> <li>develop great thinkers who embrace challenge;</li> <li>promote curiosity, enthusiasm, independence, self-belief and confidence.</li> <li>inspiring and preparing every</li> </ul>	<p>Whilst we ensure that there is a broad and rich curriculum, we prioritise and regard the mastering of foundational knowledge as crucial in the younger years. Reading and vocabulary development is an integral part of our curriculum. We aim to develop Tier 1, 2 and 3 vocabulary (Isabel Beck 2002). Pupils from all backgrounds, including those who are disadvantaged, are provided with the tools to access a broad curriculum within a language rich environment.</p>	<p>Our long term aim is for our curriculum to be coherently planned, organised and structured with key concepts identified and prioritised, built upon and revisited, including links between subjects. This will ensure that learning is deepened to develop schema.</p> <p>Our curriculum reflects our local needs and context. The curriculum meets the particular aims and values of our school by providing opportunities and experiences for our pupils to:</p> <ul style="list-style-type: none"> <li>Engage in wider opportunities to develop cultural capital.</li> </ul> <p><i>Although many areas of Rutland</i></p>	<p>We also aim for our curriculum to develop core competencies, attitudes, attributes and dispositions which enable our children to:</p> <ol style="list-style-type: none"> <li>develop as confident, respectful and responsible citizens;</li> <li>be prepared for future learning e.g. have the ability to think critically and problem solve, be able to communicate and collaborate with others, creative and imaginative</li> <li>Be emotionally and mentally resilient to enable them to take risks and embrace challenge; determined, adaptable, adopt a growth mindset, confident.</li> </ol>



<p>child to live 'life in all its fullness'. (John 10:10)</p>		<p><i>and parts of the local town of Stamford are seen to be affluent, there are also many pockets of deprivation, from which our children come. These families, whilst not in receipt of Pupil Premium funding, have disadvantages which bring about their own challenges.</i></p> <ul style="list-style-type: none"> <li>• Understand and be appreciative of cultural diversity, developing the ability to look beyond themselves, ask 'big questions' and think globally about life; developing an understanding of deprivation, disadvantage, exploitation, how to challenge injustice and engage in social action - <i>educating for community and living well together.</i></li> </ul>	
---	--	--	--



## CURRICULUM IMPLEMENTATION:

'Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory then nothing has been learned.'

Sweller et al. 2011

In line with cognitive load theory we aim, through our teaching, to develop understanding by building well-developed schema: well organised, connected knowledge as opposed to a handful of unconnected facts. We, therefore, favour spaced and distributed learning, where knowledge is rehearsed for short periods over a longer period of time. We aim to ensure retrieval practice is built in to strengthen memory by:

- Providing overviews
- Outlining content to be covered and signalling transitions between different parts of the lesson;
- Calling attention to main ideas;
- Providing daily, weekly and monthly reviews.
- Re-teaching when necessary.

Our curriculum is designed with knowledge at its heart to ensure that children develop a strong vocabulary base and understanding of the world. The curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. We have developed a curriculum built on current research regarding how memory works to ensure that children not only have access to 'the best that has been thought and said' but are taught this in a way that ensures children can remember the curriculum content in future years. We make use of knowledge organisers (which are sent home regularly) to ensure children know exactly which information is expected to be learned over the course of their study in a particular subject. One of the central aims of the curriculum is to ensure that our pupils are both "interesting and interested". We want them to be 'interesting' to talk to, because they know a great deal about the world and 'interested' in finding out more. We understand that knowledge is 'sticky', in other words, the more pupils know the easier it is for them to know more. This is why we place particular emphasis on children knowing by heart and building rich webs of knowledge as they progress through the curriculum. Parents can support this work through quizzing children on the knowledge organisers according to the revision schedule provided on the back.

We regard teaching as effective when underpinned by Rosenshine's 'Principles of Instruction' (see the Trust's Teaching and Learning statement). Effective questioning, effective use of formative assessment and adaptive, responsive teaching are regarded as key.

Responsive teaching will be delivered and appropriate reasonable adjustments put in place to enable all children to access the curriculum.

We regard the following teachers' knowledge as essential:

- pedagogical knowledge: teachers' knowledge of effective teaching methods;



- content knowledge: teachers' subject knowledge;
- pedagogical content knowledge: teachers' knowledge of how to teach the particular subject / topic e.g. knowing the misconceptions that arise prior to teaching specific key knowledge.

Leadership of the curriculum is distributed within our academies. Subject leaders are given the autonomy to lead on their specific subject curriculum within the shared vision and accountability framework of the school.

See Appendix 1 and our Whole School Long Term Curriculum Map for more detail about our planned learning in all areas of the curriculum.

## **CURRICULUM IMPACT**

We measure this by the extent to which our aims, curriculum defined end points and strong outcomes are achieved as a result of our curriculum intent and implementation.

The vast majority of our pupils will have sustained mastery of key, detailed knowledge identified and some children will have a greater depth of understanding.

'If a student has learnt the curriculum, they have made progress.'

Michael Fordham

## **Curriculum Leadership**

Leadership of the curriculum is distributed. Subject leaders are given the autonomy to lead on their specific subject curriculum within the shared vision and accountability framework of the school.





## APPENDIX 1

# Ryhall CE Academy Curriculum

The information below shows an overview of the curriculum at Ryhall CE Academy for each subject and each year group. Curriculum statements and frameworks are available for each subject.

Children in the Early Years Foundation Stage are taught using the EYFS framework with an emphasis on developing key skills, knowledge and understanding through direct teaching and structured continuous provision.

### English

In English we teach a broad curriculum covering reading, writing, grammar and oracy. We have a curriculum of high quality texts which are used throughout school that builds children's knowledge of literature and their reading ability in a structured way. We study a wide range of texts. Children will be given a reading book to take home each day and it is helpful if parents can make a brief comment in the child's reading record to let us know how they are getting on with their reading at home. We expect children to bring their reading books into school every day. Children in Key Stage Two will be given a book to take home each day which is at their individual reading level based on STAR Reader Assessments through Accelerated Reader. It is helpful if parents can write a comment in the reading record books to keep us up to date on how children are getting on with their reading at home. We expect children to bring their reading books into school each day. Developing confident readers with an increasingly rich vocabulary knowledge is one of our school priorities and we greatly appreciate parental support in this area.  
Subject Leaders: Mrs Jagger & Mrs Johnson

### Phonics

From September 2021, we follow the Read Write Inc phonics programme to ensure children develop their phonic skills in a coherent and systematic way. Children in KS2 receive additional small group phonics teaching if they have failed to pass the phonics check in Year 1 or the retake in Year 2 where this is appropriate. Children who are still developing their phonic knowledge take home a phonically decodable book matched closely to their phonic phase. It is one of our school priorities to ensure that all children develop confidence in phonics to enable them to become confident readers. We greatly appreciate parental support in this area and encourage parents to read the phonically decodable books with their child regularly.  
Lead: Mrs Jagger

### Mathematics

We use the White Rose Maths Hub plans across school to ensure that there is appropriate breadth and depth in our maths curriculum. Pupils have lots of opportunities to practise the basic skills and memorise key number facts such as number bonds and times tables to help them develop greater fluency in their mathematical development. There are also many opportunities for children to develop their mathematical reasoning and problem solving.  
Subject Leader: Mrs Jesson

### RE

At Ryhall CE Academy we follow the Peterborough Diocese Syllabus 2019-24 alongside Understanding Christianity. The aim is to develop an understanding of different religions and promote respect of others. Our teaching often focuses on the key stories from different religions. Where possible, we enhance our RE Curriculum with visits to religious places and enjoy visits from those with different faiths.  
Subject Leader: Miss Watson.





## Computing

We base our Computing curriculum on the Purple Mash scheme of work which ensures pupils gain a solid grasp of the knowledge, skills and understanding in the areas of Computer Science (CS), Digital Literacy (DL) and Information Technology (IT) needed to move onto further study at KS3.

Subject Leader: Mrs Griffin

## History, Geography and Science

We have developed a bespoke knowledge-rich curriculum which gives children access to broad knowledge in subjects such as History, Geography and Science through a thematic approach. We have a well-sequenced programme that builds knowledge and vocabulary in a well thought out way and ensures that learning is remembered for the long term. We ensure content at least meets the national curriculum and extend knowledge beyond this based on interests of our pupils. Content is planned so that more difficult abstract concepts are covered in different contexts over time. Pupils use their studies in these subjects to develop their writing and many units of work will contain cross-curricular writing opportunities based on what they have learned.

We have high expectations for what children will know and remember in each subject. See the overviews for further information.

Subject Leader – History: Mrs Hicks

Subject Leader – Geography: Mrs Carlton

Subject Leader – Science: Mrs Jesson

## Modern Foreign Languages

Right from when children enter the school, we expose them to alternative ways of communication, which includes both signing (use of Makaton) as well as experiencing the sound of other languages. We use and promote greetings in a wide range of global languages which are found in our country, with a promotion of those which are the mother language of any of our EAL children. When the children enter Key Stage Two (Year 3 onwards) they undertake a four-year programme of learning about French Language and culture using the Language Angels scheme. This programme has been enhanced in collaboration with our local secondary school where most of our children transition to. We believe that learning French gives our children a strong foundation to be successful in communication in another language at secondary school and beyond and aids in the study of other languages.

Subject Leader: Ms Walker

## Design Technology

Our Design Technology curriculum is based on the planning provided by the Design and Technology Association. Pupils take part in designing, making and evaluating a range of different projects. These include projects involving mechanisms such as levers and food technology where pupils learn to prepare food safely, create healthy recipes and bake.

Subject Leader: Mrs Jesson

## Art and Design

In Art, pupils will learn about some of the most famous pieces of art that have been created and the artists that created them. They will also learn how to produce their own pieces of art in a range of different forms. We place great emphasis on teaching pupils to use a wide range of media with a structured progressional programme that builds up children's skills over time. We ensure pupils have lots of chance to practice the basics so that they are able to use their knowledge to create their own pieces of art at the end of a unit of study.

Subject Leader: Ms Walker

## Music

We currently use elements of the Charanga Music scheme of learning for our music teaching throughout school. This is a well-structured programme of learning that builds pupils knowledge, skills and understanding



in music giving them time to study important pieces of music and also to learn how to create music. Alongside this programme, we use the BBC Ten Pieces resources to teach our pupils about significant pieces of classical music. In addition, we supplement our curriculum with the learning of musical notation and chords through a range of instruments: Recorder in Year 3/4/5, Glockenspiel in Year 4, Ukelele in Year 5. Our children in Year 6 take part in a programme of intensive music tuition provided by specialist music teachers to help them learn one of a range of instruments which may be either brass, woodwind or stringed. Children who work hard to improve their instrumental skills are able to carry on this specialist teaching in a small group in Year 6. For further information on the details of the curriculum studied by our Year 5 children as part of the Wider Opportunities Music programme please view the Music Curriculum Overview.  
Subject Leader: Ms Walker

## Physical Education

Our PE curriculum is based around our own school designed scheme of work covering core skills for physical literacy and developing skills and knowledge of the sports of Athletics, Gymnastics, Games, Outdoor Adventure as well as Dance. We are supported by Premier Education Sports team to provide high quality PE for all year groups. Pupils in Y5 undertake an intensive block of swimming instruction, which some pupils have further enhanced in Y6.  
Subject Leader: Ms Walker

## PSHEe

PSHE Education is part of our whole school Ethos programme. We teach a wide ranging PSHE curriculum including Relationship and Sex Education (RSE). Our curriculum is mapped out using a range of resources with links to whole school key themes and events – it also has a direct link and crossover to our Computing Curriculum in the work of Online Safety within Digital Literacy. We use resources from the PSHE Association (including their associated link resources), which are enhanced through workshops with Rutland Youth Team, NSPCC and 'The Conversation' in Stamford in Years 5 & 6. Children in these years are taken on a bi-annual visit to the Warning Zone in Leicester to explore the wider aspects of personal safety. This has direct links to travel safety that we begin the undertake with children all the way from Reception Year – allowing us to work towards the Silver Modeshift STARS Accreditation Scheme. We provide clear communication to parents about what is taught in RSE lessons. Whilst we have already conducted consultation through a parent reference group, before a unit of work is completed in this area, we invite parents in to discuss the content of the lessons and share any resources that we will use with them. Parents are then given the opportunity to withdraw their children from the sex education aspects of these lessons should they have personal reasons for doing so.  
Subject Leaders: Mrs Hicks

## Preparing for SAT tests

Children in Year 2 and Year 6 take SAT tests in the Summer term to check how they are progressing with their learning. SATs include tests of reading, grammar and mathematics. At Ryhall CE Academy we want all our children to achieve good results in these tests as they are good indicators of their general ability in Maths and English. Whilst we value the tests, we believe that a broad curriculum helps children to succeed rather than narrowing teaching to focus on English and Maths. We pride ourselves on ensuring that Year 6 children have access to the full range of subjects in the lead up to the tests in May. However, we do run additional, optional booster classes outside of the school day.

If parents are interested in find out out more about the SATs, please speak to your child's class teacher. For more information and examples of exam papers you can visit [www.sats-papers.co.uk](http://www.sats-papers.co.uk).

## Trips and Visits

Each year group has at least one trip or visit to enrich their curriculum. We also often invite people in to school to work with children to enrich learning further. Examples of this can also include virtual visits e.g. our work with ExpertEd gives opportunities for children to learn about careers through presentations and Q&A sessions for children to engage with professionals.



## Our Curriculum Themes

Separate downloadable PDF documents are available to give a broad overview of our curriculum in each year group for each subject. See each class page on our website for more information.

## Knowledge Organisers

At Ryhall CE Academy we use Knowledge Organisers (KOs) in class and as homework to help children to learn the declarative knowledge (facts, rules and concepts) they need for each topic they study – this may be in one of the 'core' subjects (i.e. English, Maths or Science) or one of the 'foundation' subjects of History or Geography. A Knowledge Organiser sets out in detail what we want children to know by heart by the end of the topic. We expect the majority of children to be able to recall all of the information on the KO by the end of the unit of work. To help parents with this we send home a revision schedule so that you know which sections of the knowledge organiser must be learned each week. The children will be tested on these in class to help them remember what they are learning. It is always useful for children to go back to previous KOs and revise these so that the information from previous learning is not forgotten.

## Homework Information

At Ryhall CE Academy, we think that it is important for children to practise what they have learned in class at home to help them to be the best that they can be.

Here are the expectations for homework in KS1 and KS2:

### Reading

We expect all pupils to read at home (or be read to) every day. A record of this is then kept in the child's reading record book. Even older children should practice reading aloud where possible as this helps develop expression and intonation in their reading – learning how to engage the listener. This does not have to be every day.

### Spelling

We expect pupils to learn a small set of spellings each week. This is best completed in short bursts over the course of the week. We promote the use of the LCWC approach (Look, Cover, Write, Check).

### Mathematics

We expect all pupils to practise recalling their number facts (including number bonds and times tables) for a few minutes each day. One useful resource for parents of KS2 children is the Times Tables (TT) RockStars website that your child can log in to. There may also be short maths tasks sent home to support learning in class. Each term, we will also send home KIRFS (Key Instant Recall Facts), identifying key knowledge that children need to learn and remember.

### Other Subjects

We expect pupils to learn the information on the Knowledge Organiser sheet which is sent home each half term. A schedule is provided to show which sections should be learned in each week. Pupils will be tested on this in school and we expect them to know this core information off by heart.

At Ryhall CE Academy, we believe it is very important for children to know important information off by heart so that it makes learning further information much easier. This is best done in short bursts each day rather than spending time on long pieces of homework once a week. If you have any further questions about homework please speak to your child's class teacher.

If your child has special educational needs (SEN) we will adapt homework to suit them if this is needed. Also, if your child ever receives any homework which you feel is too difficult or it is not clear



what to do then please speak to the class teacher. Whilst we do expect children to complete all homework, we do not want this to be a source of anxiety for you or your children.

If you would like to do more with your child to support their education then we would suggest providing them with a range of rich experiences that will give them increased knowledge of the world. This knowledge is invaluable in developing reading comprehension ability and gives children a wealth of information to draw on when writing in school. Suggestions of places to visit include museums, art galleries, nature reserves, theatres to see plays, libraries and restaurants. For further information regarding activities that the government suggests children should take part in please download this document [My Activity Passport](#).