

Raughton Head Church of England Primary School

Curriculum Aims

What Our School Aims To Do

- To create a secure and happy school environment where courtesy, consideration, good manners and honesty hold high priority.
- To provide an excellent education, both academic and social, in a Christian context.
- To be an integral part of the community, working in partnership with the Church and local community through both organisations and individuals.
- To continually develop the school as a key focus for the community
- To provide a broad and balanced education for each child, acknowledging the needs of the individual.
- To give each child equal opportunity to develop independence, curiosity, confidence and self-esteem, whilst enjoying the process of learning.
- To encourage the children to care for others and work co-operatively, thereby valuing the growth of their own achievements and those of others.
- To help pupils to achieve their potential, contribute to the community beyond school and make positive contributions to the society and environment in which they live.
- To maintain an attractive, engaging and welcoming learning environment.

The School Curriculum

Through our topic-based approach, we deliver a curriculum which provides opportunities for creativity and individuality. We like to provide our pupils with a variety of experiences which will help them to be as articulate, literate and numerate as possible. Through these experiences the children will develop questioning minds, acquire skills and knowledge which develop the whole child. Our school is a happy place where learning, although challenging at times, is exciting and fun.

Staff plan lessons and themes based on the National Curriculum and Early Years Foundation Stage. Throughout the school year opportunities are provided for children to develop their personal, social, moral and spiritual awareness alongside an understanding of Christian beliefs. Children are supported through differentiated activities and focused, bespoke intervention to meet the needs of all.

Continuity and progression is ensured by a curriculum plan based on a four year rolling programme that is available on our website.

Phonics and reading

Children are taught the skill of segmenting and blending sounds orally as soon as they start in Nursery. Once they start Reception they begin to learn letter sounds, taught in small groups which focus on a specific phase of phonics. Across the Early Years and Key Stage One we ensure systematic, daily, discrete teaching with opportunities to practice and apply in the context of reading, individual and guided reading and all areas of writing. We use Letters and Sounds where appropriate.

All children in Reception, Years 1 and 2 have a daily 20 minute phonics lesson. Individual progress is closely monitored and the groups are flexible to fit the children's learning needs. In some instances children from the Key Stage 2 class will continue to receive phonics teaching in order to make similar progress to that of their peers.

From Year 1- 6 children receive regular weekly spellings, which are tested to track progress. Children also receive a weekly SPaG session and guided reading session.

Interventions are put in place as soon as possible to support learning.

Children are given further opportunities to develop an enjoyment of reading through the use of story sacks, listening to rhymes, jingles and stories using headphones and adult led daily story sessions.

Throughout school, reading skills are taught using a wide range of materials. Children develop reading skills through guided reading, shared reading and individual reading sessions. We also use the Oxford Reading Tree as a 'spine' reading scheme which is supplemented by a variety of phonic based reading books which supports the children's learning and reading enjoyment. Children in KS2 have access to a wide range of books that they are able to choose from themselves, however the choices are closely monitored by the class teacher.

In addition to class based reading, children can also develop their enjoyment for reading throughout school. They have the opportunity to access the school library to choose from a wider range of books on a regular basis.

Special Educational Needs

Pupils with SEND receive a broad and balanced curriculum, which ensures continuity and progression and which is differentiated to match their needs and abilities.

If a child is deemed to have a special need, a learning difficulty or learning disability, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs or learning difficulties and ensure that parents are involved with their child's Individual Education Plans (IEP). If a child displays signs of having special needs or learning difficulties/disabilities, his/her teacher will consult with the SENDCo and head teacher. In most instances the teacher is able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation. If it is thought necessary, the Headteacher/SENDCo may refer the parents to the appropriate external agencies (e.g.; Educational Psychologists, dyslexia specialists or speech and language therapists) for advice and further assessment of the child.

The school will have regard to the Special Educational Needs Code of Conduct.

Tracking Progress

The progress of every child is reviewed each half-term and interventions: 1-1, small group work, class based support are put in place wherever necessary. Parents are encouraged to be involved in their child's learning through a variety of ways.

Equality of Opportunity

Children are encouraged to develop an awareness of their own local culture and to value that of others. Racism, sexism, homophobia and other forms of discrimination are not tolerated. The children are given opportunities to develop their spiritual, social, moral and cultural development through a variety of opportunities and experiences, for example, using, 'The Life Bus', visiting clergy and other visitors, such as the police.

Enrichment

Enrichment activities are a powerful tool to enhance learning and make it more relevant, purposeful and engaging. As well as arising spontaneously, these activities are planned at the start of each topic and may involve a visit and/or a visitor coming into school. We really enjoy using our local environment and take every opportunity to do so.

Homework

Homework gives children an opportunity to practice skills and to extend their learning through independent tasks. We try to set homework on a weekly basis so that it is manageable.

Reading is a critical element of any child's learning and parents need to be aware of the vital part they play in both hearing their child read and sharing books as a family.

Homework consists of one maths based activity and spellings to learn.

Sex and Relationships Education

Our children are given opportunities to consider and reflect on a wide variety of different relationships they have with others. We build on their relationship and social skills through the delivery and teaching of PSHE.

Aspects of sex and relationship education are taught in accordance with government recommendations.