

Curriculum Policy



EST. 1967

RUNNYMEDE COLLEGE
Delight, Ornament, Ability

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1. Curriculum aims

Across Runnymede College, our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development from a humanist perspective
- Support pupils' physical development and understanding of their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with appropriate levels of challenge and support
- Have high expectations of academic success for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

These curriculum aims are underpinned by our core values:

Respect Curiosity Kindness

Throughout the curriculum we provide opportunities to nurture these values, across the age range. We encourage children to think critically and cultivate interests following their curiosity.

Our school was founded with the vision of providing liberal, humanistic education and promoting respect continues to be central to our curriculum at Runnymede. Respect for oneself, for others and for the school. Our curriculum promotes positive social attitudes and consideration for others, of all ages and backgrounds.

Furthermore, the British curriculum is broad and balanced. We help children to maximise their potential in all areas, whether intellectual, artistic or physical.

2. Roles and responsibilities

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives that reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed in line with current advice
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

All staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

In the Pre-Prep School, the Deputy Headteachers and core Subject Leaders are responsible for the overview of subject delivery. This includes monitoring planning, resourcing, assessment data and effective teaching and learning strategies.

Class teachers are empowered to teach and plan stimulating and dynamic lessons, within the framework of clear progression.

3. Curriculum Approach

In the Pre-Prep School the curriculum is organised thematically in order to allow children to feel immersed in a subject and so gain a deeper knowledge and multi-disciplinary understanding around each issue. Themes are thoughtfully mapped out to allow children to learn about a diverse range of subjects in a fun and engaging way, while developing their prior learning.

- Our curriculum is designed with a multicultural global context in mind to suit our pupils. Where possible, we support learning across the curriculum, we invite Runnymede families into our school to share information or celebrate holidays and celebrations around the world.

The Pre-Prep School spans two curricula, the Early Years Foundation Stage Statutory Framework for ages 2-5 and the National Curriculum for ages 5-8. Each is distinct and suited to the needs of learners as they develop.

- We value the importance of enquiry-based learning in both the Pre-Prep school and topics are linked around a core question.
- We plan our curriculum in three phases. Our **Long Term Plan** plan indicates what topic is to be taught in each term. Our **Medium Term Plans** are written to ensure coverage of the foundation subjects. Weekly planning uses the learning objectives, skills and knowledge from the medium term planning for each session. The weekly plan identifies key resources, questions, and differentiation based on prior learning and promoting challenge. Our **Short Term Plans** are those that our teachers write on a weekly basis. We use these to set our learning objectives for each session and to identify the resources and activities we going to use in the lesson.
- In the Foundation Stage we plan termly topics which we deepen in response to children's interests. The children explore these topics through a blend of directed inputs and play based learning.
- Our Curriculum Maps are produced by class teachers and outline the learning taking place each term, linked to the termly topic, and are shared with both pupils and parents.

Curriculum areas of learning in the National Curriculum:

English

We teach reading and spelling through a systematic and consistent approach using the synthetic phonics scheme Read Write Inc. Phonics is taught explicitly in the EYFS and Year 1 and in Year 2, until the child completes the scheme. A priority for us as a school is to instil a love of reading into our pupils so that they read for pleasure. In separate Literacy lessons we teach the rest of the reading and writing curriculum, including grammar and punctuation, extending writing and exploring a range of genres and story language. In the higher years of the Pre-Prep School, children are given greater responsibility for developing their spelling. Word banks related to topics and sound mats are used to promote independence in their writing.

Children are provided with many opportunities to develop their speaking and listening skills through drama, discussions and paired work. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a regular basis and speaking and listening opportunities are planned for and exploited across the curriculum. We promote vocabulary acquisition across the curriculum, which is particularly important in our international and multilingual context.

Handwriting and letter formation is taught explicitly following the Read Write Inc. handwriting scheme. In Reception, the letters are taught using rhymes for letter formation taken from Read Write Inc. Once the children have learnt the correct letter formation, they then learn where to place the letters on the writing line. Children then learn a mature style of writing that will lead to joined-up writing. In the later years of the Pre-Prep School, children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.

Maths

Our youngest children develop conceptual, motor and spatial skills that underpin working mathematically. For example, moving, arranging and ordering classroom resources and beginning to organise and find patterns. We introduce explicit maths teaching in Nursery, in line with the Early Years Foundation Stage Framework. Learning is related to as many real world contexts as possible or stories, in order to build ensure key concepts are well understood. Mathematical vocabulary is essential to provide building blocks of understanding: language such as more, less and next is woven throughout the day. We follow a concrete, pictorial, abstract approach to help embed concepts, and are guided by a Calculation Policy to progress through appropriate methods.

We deliver the Mathematics National Curriculum from Year 1 by referring to the schemes of learning Abacus and White Rose Maths. This guarantees a secure foundation of mathematical concepts, orally, mentally and written, through which continuity and progression can be ensured. Particularly in the younger years in our Pre-Prep School, we value the importance of developing mathematical understanding and skills through a practical approach. Our aim is for all pupils to be confident, curious mathematicians who can solve complex problems and are excited to do so.

Spanish

Spanish is taught regularly at Runnymede College, starting in Pre-Nursery. Reading, writing, speaking and listening in Spanish is taught by specialist teachers. It is hugely valued as it is lots of the children's mother tongue. Special provision is provided for children recently arrived from other countries, where the language is taught in smaller groups. Our Spanish teachers work closely with the class teachers to ensure continuity of the curriculum.

Science

In science, we intend to stimulate and excite children's curiosity about the world we live in. Runnymede Pupils will develop both scientific skills as well as acquiring knowledge and new vocabulary. By developing their scientific language, our pupils become able to discuss their methods, make a prediction and explain their findings.

Physical Education

At Runnymede, we value physical fitness hugely and our children receive two PE lessons a week. Our PE curriculum has been written in line with the aims of the National Curriculum and are taught by specialist teachers. Lessons include gymnastics, dance, balls skills, games, athletics, as well as developing fundamental skills in physical education (space, direction, position, running and jumping etc.) and are designed to build on skills across the year group.

Music

Music is also taught by our specialist teacher at Runnymede College. From Pre-Nursery, children learn the early stages of playing a musical instrument, which progresses to learning to play the recorder in the higher year of our Pre-Prep school. Pupils are also strongly encouraged to learn an instrument, taught by

peripatetic specialist music teachers. In addition to discreet music lessons, we include singing and other musical activities throughout the curriculum as this is incredibly important in language acquisition. Weekly assemblies and annual year group performances also provide an opportunity to practice singing. Our Pre-Prep pupils have access to our extracurricular music activities: 'Music in Movement' for Nursery and Reception and Music Academy for years 1, 2 and 3.

Geography

Due to the nature of our pupils, Through out Geography curriculum, we intend to further inspire the children with a curiosity and fascination about the world. Runnymede pupils will gain knowledge about their local area as well as diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. Our pupils learn about the geography and history of our local area while also learning about that of the United Kingdom, as specified in the British National Curriculum.

History

History and Geography are key drivers for some of our topics across all year groups to ensure subject knowledge, skills and understanding. Our History curriculum will engage and inspire curiosity, while encouraging children to think critically and ask questions. The aim of History teaching at Runnymede College is to stimulate the children's interest and understanding about the life of people who lived in the past and significant events that have happened. We teach children a sense of chronology, and they develop a cultural understanding based on their historical heritage, both local history and worldwide.

Art and Design & Technology

Our Art curriculum stimulates creativity, imagination and individuality. We believe that art gives our pupils the skills, concepts and knowledge for them to express themselves while they experience different mediums, colour, light and materials. Units of work include spending time appreciating the work of different artists, looking at how the artist produced their artwork then rehearsing the techniques themselves and applying them to produce their own artwork. Within Art lessons, children have the opportunity to collaborate as well as work independently.

PSHE

The aim of PSHE at Runnymede College is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. We have a mindful approach to PSHE and follow the scheme 'Jigsaw'. This supports the development of the skills, attitudes, values and behaviour, which enable pupils to: have a sense of purpose, value self and others, form relationships, make and act on informed decisions, communicate effectively, work with others, respond to challenge, be active citizens within the local community, explore issues related to living in a democratic society and become healthy and fulfilled individuals.

Computing

In Computing we intend to teach the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. We will build on this knowledge and understanding so that pupils use information technology to create programs, systems and a range of content. We will focus on being safe whilst working in a digital environment. Our pupils in Pre-Nursery to Year 2 have access to our class sets of iPads, used for educational purposes, and our Year 3 pupils have their own Apple iPad provided by the school.

Curriculum areas of learning in the Early Years Foundation Stage:

At Runnymede College, we value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. In line with EYFS statutory guidance, we have developed our own curriculum which shows a progression of skills and knowledge through EYFS. We use

Arc Pathways, an online learning resource, to assess children based on their level of development and identify next steps. This helps us respond to the unique development of each child, recognising that children develop at different rates and can all be supported to achieve their best. Positive relationships underpin our EYFS curriculum and teachers are able to adapt their teaching to suit the needs of their children, whilst maintaining consistent opportunities for learning and growth.

Our curriculum is divided into the seven areas of learning outlined in the EYFS statutory guidance, whilst taking into the consideration the knowledge that the areas of learning and development are all important and interconnected. There are three Prime Areas which cover the most essential building blocks for children’s development at this stage. These are strengthened and applied through four specific areas. The Prime and Specific Areas are split into smaller arcs, against which learning is planned to ensure a breadth and depth in the curriculum.

The Prime Areas:

Personal, Social and Emotional Development (Wellbeing)	<ul style="list-style-type: none"> • Self-regulation • Social awareness • Self-awareness • Confidence • Attachment
Communication and Language	<ul style="list-style-type: none"> • Processing and retaining • Understanding • Social communication • Speaking • Attention skills
Physical Development	<ul style="list-style-type: none"> • Managing routines and belongings • Health and self-care: toileting • Health and self-care: eating • Sensory: external senses • Sensory: internal senses • Movement: Gross motor

The Specific Areas:

Literacy	<ul style="list-style-type: none"> • Phonemic awareness • Books and print • Meaningful mark-making • Fine motor control
Maths	<ul style="list-style-type: none"> • Colour and patterning • Time and sequence • Measurement • Space and spatial Sense • Shape • Number
Understanding the World	<ul style="list-style-type: none"> • Problem solving • Technology • The world • People, culture and communities
Expressive Art and Design	<ul style="list-style-type: none"> • Exploring music • Exploring/using media, materials and ideas • Initiative and curiosity • Imagination

At Runnymede, we know that play is a powerful motivator encouraging creativity and critical thinking skills, and development in all areas of the EYFS curriculum. The EYFS is where children learn how to learn and develop curiosity, motivation and engagement. Our teachers create enabling environments in both inside and outside provision, in which children can be continuously learning through high quality interactions with

adults, other children, and the environment itself. Through these interactions, children are encouraged to develop the characteristics of effective learning outlined in the EYFS. The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1, and support the children in becoming lifelong learners.

The characteristics of effective learning are:

- playing and exploring – children investigate and experience things, and ‘have a go’
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality and in our SEN policy and information report.

5. Assessment

Assessment is an important part of the learning cycle, to check and drive forward progress for each child. In the Early Years assessment is based on teacher judgment, informed by learning and observations. Teachers record when children are meeting Early Years objectives in an ongoing fashion, and at the end of each term record whether a child is “expected” or “emerging” in that area of learning. Teachers use age appropriate baseline assessment activities to guide teaching and ensure children make appropriate progress over the year.

In Reception onwards, children are assessed in the Phonics every 6 weeks. This allows them to work at a level targeted precisely to their needs. Any gaps are targeted in supplementary interventions.

In Year 1 onwards children complete end of term assessments in Maths in order to assess that they have retained recent learning, and to allow teachers to plan to meet any gaps or misconceptions that are highlighted.

In Year 2 children are introduced to standardised assessments in Reading and Writing using the Rising Stars assessments, and these continue into termly assessments in Year 3.

Assessment data is reviewed each term and Pupil Progress Meetings are used to identify areas of focus in the following term, to ensure every child makes their best progress.

An important part of assessment is information sharing with parents. We hold a Parents' Meeting each term and send a report at the end of each term to ensure parents are fully informed.

6. Home Learning

Homework is introduced gradually during the Pre-Prep School in order to support children's learning and build their sense of responsibility for this learning, in age appropriate ways. In all year groups, if we feel your child would particularly benefit from practising a skill at home, we will communicate proactively with parents.

We share current learning regularly with parents to nurture the home- school relationship and keep parents well-informed.

Pre Nursery and Nursery

Children do not have formal homework in Pre Nursery or Nursery. However, staff keep parents well informed about their child's development and current focuses in the class to allow parents to discuss, practise or deepen their child's understanding at home.

Reception

Initially children learn the single sounds before they are ready to blend these to read words. They receive sound sheets to keep and practise these until they are very familiar.

Children begin to read at home once they are able to read simple words containing a consonant-vowel-consonant structure- such as p-o-t.

Year 1

Children will bring home their reading books and sound sheets every 3 days, and will bring home 'Red Words' to practise spelling from January. These are words with irregular spelling patterns that are very common in the English language, such as 'you' and 'there'. Children are set online maths activities which link to their learning that week.

Year 2

In Year 2 children continue to bring home reading books regularly and sets of Year 2 'High Frequency Words' each half term to practise spelling. Maths homework takes the shape of a page of core activities to develop number fluency.

Year 3

Each week children receive one piece of Maths homework, one set of spellings and a short exercise focused on grammar and writing content. They continue to have reading books each week, matched to their reading level.

5. Monitoring arrangements

High standards of teaching and learning will be maintained through:

- The monitoring and mapping of curriculum progression across year groups
- Learning walks and lesson observations by the Senior Leadership Team and subject leaders
- Book scrutinies and planning reviews
- At least annual reviews of year group planning

- Regular data and Pupil Progress Meetings to ensure teaching and learning is making an impact
- Targeted SEN support from the SENCO or Educational Psychologist as appropriate for identified pupils
- Careful consideration and adaptation based on a particular class context and the families represented, to celebrate and learn from our local community.

This policy will be reviewed every year by the Pre-Prep Senior Leadership Team in order to ensure we stay in line with best practice and guidelines.

6. Statutory Guidance and the English National Curriculum

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [National Curriculum programmes of study](#) and [Early Years Foundation Stage \(EYFS\) statutory framework](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).