

‘we can be whatever we dream’

Aims of Rosebrook Primary School

- To meet the needs of every child so that they can achieve their intellectual, spiritual, moral, social and physical potential.
- To develop self-confidence so that children can successfully deal with significant life changes and challenges.
- To keep children safe in school and to teach them safe practices so that they are able to keep themselves safe both in and out of school.
- To promote good attendance.
- To achieve high educational standards
- To provide a broad-based curriculum which is stimulating, interesting and allows children to become independent learners.
- To help parents to support their children’s learning
- To teach children to value and respect the beliefs, opinions and feelings of others.
- To promote a healthy physical and emotional lifestyle.
- To give children the key skills to contribute positively to their community.

Intent

We aim to provide a curriculum relevant to the current and future needs of our community, giving pupils opportunities to develop the independence and resilience needed for their ongoing education and into adulthood. This progressive and engaging curriculum is based on building knowledge, giving real-life experiences and the development of a range of skills, including essential life skills. It is one which will help them to become rounded, healthy and outward looking individuals who contribute positively to their changing futures, enabling them to aspire to be the very best version of themselves.

Implementation - CURRICULUM DESIGN AND ORGANISATION

Specialist provision

At Rosebrook, the curriculum is substantially aligned with the National Curriculum and importantly, it is compiled with the needs of our community at its heart. Health and aspirations are therefore significant influences on its design with a developmental curriculum based around PSHCE (including mental health education), life skills, sustainability, locality and safety. Where relevant, we use specialist provision to give children the very best experiences:

- PE – we have a full-time sports coach who delivers a varied and challenging curriculum and who engages pupils in local competitions;

- Music – professional singing teachers work with all children in school on a weekly basis, including the school choir and children have the opportunity learn to play the ukulele and guitar in addition to their planned curriculum;
- French – a native French teacher delivers MFL to our key stage 2 children;
- Forest Schools – we have a dedicated team (PT teacher and TA) who are qualified to deliver a comprehensive outdoor education using developing school grounds and the local area;
- Art – we employ an artist in residence to work with groups of children at key points in the school year.

Content

The curriculum is mapped out per year group across all National Curriculum subjects, including PSHCE, sustainability, life skills, forest schools and safety (contextual needs) and forms a solid foundation for pupils' onward journey to secondary school. There is an expectation that pupils will build on prior knowledge and skills to become critical thinkers who are resilient and independent and who can communicate this learning effectively. The development of detailed knowledge organisers to communicate knowledge to children and their families supports this curriculum coverage and enables focussed and targeted learning across a range of themes posed as questions, e.g. *'Is everything what it seems?'* (Year 2); *'Who wants to live in America?'* (Year 6)

Context

Rosebrook's curriculum is supported by a rigorous approach to ensuring quality first teaching is consistently delivered by all practitioners via a collaborative learning ethos and evidenced assessment for learning (including from peers) at the point of teaching and through timely intervention. Core subject skills are seen as important with a strong emphasis on the teaching and learning of reading, writing, GPS and maths discretely and within other disciplines.

Each half termly overview of learning is driven by high quality reading as a focus on which children can develop learning across all subjects. They broaden vocabulary (including technical language) as a result of their reading, building up a word-hoard over time and articulate their learning in a variety of forms (e.g. verbal, written, digital, visual). Through discussion, debate and presentation, children assimilate learning and make connections across disciplines. Through the use of embedded collaborative learning structures, children learn from and with each other and secure knowledge and skills over time, also making connections with prior learning. A growth mindset approach ensures that we aim to remove ceilings from learning allowing all to flourish, including those with SEND (Special Educational Needs and Disabilities). Indeed, we challenge all learners so that we have a growing percentage of children meeting the greater depth threshold.

There is an expectation that regular educational visits within the immediate locality and beyond will be drivers for this learning and a programme of visits, including residential visits is in place which supports the development of skills and learning behaviours and broadens the life experiences that children have. Throughout a child's time at Rosebrook they are encouraged to complete their '50 things to do before you leave Rosebrook.' At the end of their KS2 journey, children in Y6 are given a range of wider experiences to develop perseverance/resilience, e.g. climbing wall, bubble balls, leaver's production (drama/set design), peer teaching/learning.

Across the school year, there are a number of theme weeks embedded in the curriculum which address the contextual and wider needs of our community. For example, in June/July of each year, we hold an International Week and children learn about and present on a range of countries world-wide; during December, they engage in Enterprise Week and design, make and sell products, consolidating a range of skills and techniques and in Careers Week, they learn about the range of careers available to them in adulthood. This assimilates with our ethos of raising aspirations and our tag line of 'we can be whatever we dream'. We also invite inspirational speakers to school to promote this view (Tanni Grey Thompson, Richard Kilty 2018).

Underpinning our curriculum is a commitment to maintaining our Level 2 Rights Respecting Schools Award and promoting British Values within our SMSC development.

Impact - ASSESSMENT

AFL is our principle assessment tool where we ensure children build upon prior learning, secure current learning and have the capacity to think independently and critically. Collaborative work and peer assessment support this clarity and children are encouraged to use metacognition to take control of their own learning. Deep and challenging questioning allows for discussion and debate and the expectation that children build a consistently high word-hoard promotes age-related responses to their learning, and for some, knowledge, skills and understanding at a higher level.

At the end of each half term, children are expected to present their learning in the form of an exhibition which will be open to our local community to view and appraise and which will contribute to children's transference of this learning to their long-term memory. Each class is also expected to present on their learning during a class assembly once a term.

A rigorous monitoring and moderation cycle (by SLT in addition to subject leaders/coordinators) is in place to verify and secure this learning at age related expectations and responsive CPD ensures breadth and depth of subject knowledge and pedagogy for practitioners. In addition, we value pupil voice highly and take regular feedback from children on their learning, responding to this in our leadership. As such we have a School Council and a Junior Leadership Team who feed into school plans and actions, including curriculum.