



## **Rhodes Avenue Curriculum**

### **INTENT**

***To create a flexible, creative curriculum which also rigorously ensures coverage and progression in key skills.***

- **Flexible**
  - Our curriculum is creative and personalised
  - Tailored to pupils' needs and interests
  - Takes account of teachers' passions and areas of strength as well as current local/world events
  - Allows for different learning and teaching styles
  - Topics are flexible
  
- **Rigorous**
  - There are non-negotiable skills to ensure coverage and progression
  - Skills ladders ensure no duplication
  - Fulfil and exceed National Curriculum requirements and expectations

An **ambitious** curriculum:

- Challenging for our articulate and engaged pupils
- Goes beyond National Curriculum expectations
- Promotes greater depth understanding, critical thinking and oracy skills

An **accessible** curriculum:

- A curriculum for all groups
- Accessible for whole school community

An **aware** curriculum:

- Outward-looking
- Celebrates our diverse community
- Promotes awareness of global issues

An **adaptive** curriculum:

- Evolves organically and because we drive it forward
- Not static – proactive and reactive in response to different pupils and changing needs
- CPD

## **IMPLEMENTATION**

- **Skills**
  - Taken from National Curriculum
  - Each skill broken down and layered for each year group
  - Skills ensure progression from year to year: each year builds on the last without unnecessary duplication
  - Subject leaders/specialists developed and streamlined skills
  - Greater depth skills encourage challenge for more able
  - Teachers scaffold up where necessary to ensure almost all pupils can access main skills
  
- **Topics**
  - Skills can be taught via different topics to allow for flexibility
  - British history topics taught chronologically in KS2
  - Topic drivers are history, geography or RE. Other subjects 'enhancers'
  - Use of Core texts linked
  
- **Monitoring and assessment**
  - Coverage monitored through skills ladders, plans and book looks
  - Subjects assessed at end of the year- assessment linked to skills
  - Assessment and marking to ensure teachers can pick up pupils not meeting expectations and put in appropriate provision to ensure progress in future
  
- **Above and beyond**
  - Every teacher a leader
  - Subject leaders champion subject and develop it beyond skills ladders
  - Specialist teaching
  - Big Questions
  - Whole school values
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## **IMPACT**

- A clear coherent curriculum
- Focused learning intentions taken from skills ensure lessons have a clear learning point
- Pupils have some ownership over learning- encourages engagement

- Flexible topics – interested pupils continue their learning outside of the classroom
- Promote transferable skills
- Clear assessment procedure to ensure teachers are aware of each pupil's needs

What do we want our pupils to know and to be able to do by the time they leave?

- Recognise what information they need to answer a question/complete a task
- Have the tools to find out information
- Scrutinise/critique/challenge information
- Have a wide range of skills which they can use in a variety of contexts
- Work independently and cooperatively
- Have a good level of literacy and numeracy