Rhodes Avenue Curriculum

INTENT

To create a flexible, creative curriculum which also rigorously ensures coverage of knowledge and progression of 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**
  - Our curriculum contains non-negotiable knowledge and skills to ensure coverage and progression
  - Knowledge and Skills Maps ensure no unplanned repetition
  - We are confident our curriculum fulfils and exceeds 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
- Consistent cycle of review and improvement

IMPLEMENTATION

- **Knowledge and Skills**
  - Taken from National Curriculum
  - Each aspect /skill broken down and layered for each year group
  - Knowledge and skills ensure progression from year to year: each year builds on the last without unnecessary repetition
  - Subject leaders/specialists develop and refine the Knowledge and Skills Maps
  - Greater depth knowledge and skills encourage challenge for more-able pupils
  - Teachers scaffold up where necessary to ensure almost all pupils can access main knowledge and skills

- **Topics**
  - Knowledge and skills can be taught via different topics to allow for flexibility
  - British history topics taught chronologically in KS2
  - Topic drivers are history or geography. Other subjects are used as 'enhancers' where appropriate.
  - Use of Core texts linked to the topic allows for greater immersions and cross-curricular links

- **Monitoring and assessment**
  - Coverage monitored through knowledge and skills maps, plans and book looks
  - Subjects assessed at end of the year- assessment linked to knowledge and skills maps
  - 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 and new teachers have the chance to shadow a more experienced subject leader
  - Subject leaders champion subject and develop it beyond the knowledge and skills maps through enrichment days, trips, enquiries and celebration of pupils' learning
  - Specialist teaching in French, music and PE gives pupils access to high-quality lessons
  - Big Questions are used to enhance topic learning and encourage pupils to consider philosophical issues as well as promote our themes of inclusion and diversity

IMPACT

- A clear coherent curriculum
- Focused learning intentions taken from knowledge and skills maps ensure lessons have a clear learning point
- Flexible topics encourage pupil engagement and interested pupils continue their learning outside of the classroom
- Our curriculum promotes transferable skills and encourages explicit connections between subjects and topics.
- Clear assessment procedures 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
- Demonstrate resilience in their learning