



Randal Cremer – Curriculum Statement 2019

Intent

At Randal Cremer we strive for all our pupils to excel both academically and socially despite background or disadvantage. We are incredibly proud of our diverse community and the richness this brings to our school and also the family atmosphere which permeates all that we do. We recognise that every child is unique, and value each one as an individual, providing them with a secure and friendly learning environment in which they are nurtured and encouraged to develop their own skills and talents.

Our core school values of love, high expectations, respect, teamwork and equality drive our passion to ensure our children have a broad and balanced curriculum alongside life experiences. We work together as a community so this underpins everything we do and ensures the development of the holistic child. Learning is at the heart of our school and we aim to foster in our children a real love for learning. We strongly believe in the importance of everyone within the school community being a lifelong learner and being able to meet the challenges and opportunities of the future. Parents, friends and family are encouraged to join in the many and varied aspects of school life and also celebrate the successes together.

Our curriculum is designed and organised to give each child the best opportunity to have rich and varied experiences over their years with us. Our curriculum map supports links between English, Humanities, Science and any visits or events to deepen understanding, thinking and reasoning. We ensure our arts are taught through a Drop Down curriculum. Creative arts and performance arts are themed every half term, related to the school calendar and Curriculum map, with children choosing a course that the teachers provide. This gives each child the chance to experience each element of the curriculum and raises the importance of the wider subject areas.

Our ambition for our children is that when they leave Randal Cremer, they are able to excel academically and socially. We want our children to be 21st century citizens, able to strive for a fair and just society, challenge inequality, understanding both their rights and their responsibilities and able to think critically and creatively. Our approach to teaching and learning puts Spiritual, Moral, Social and Cultural education at the heart of all we do.

We believe in a curriculum that fits our children and what works best for them. Our mastery approach builds confidence and supports children to reach age related expectations in Reading, Writing and Maths. Underpinning all our curriculum is our belief that it is language through which children learn and make sense of the world. We place expressive and receptive language at the heart of our curriculum, teaching our children the importance of listening as well as talking and carefully supporting them to acquire the academic language needed for them to be successful. Our focus on fluency across all areas of the curriculum is providing the children with the skills needed to be able to reason and apply their knowledge.

Based on Hilda Taba's model of curriculum we have a clearly defined curriculum that is built on:

- Diagnosis of learners needs within the framework of the National Curriculum
- Formulation of learning objectives
- Selection of learning content
- Organisation of Learning content
- Selection of learning experiences



Randal Cremer – Curriculum Statement 2019

- Organisation of learning activities
- Determinations of what to evaluate and the means of doing it.

Implementation

Fluency and oracy is integral to all areas of our curriculum. We encourage dialogic approaches in all lessons, where appropriate, to support and develop children's language, speaking and listening skills and confidence. We believe that giving children the power of words and communication is essential to their future. This leading to making their own choices at secondary school, being successful and clear during interviews for university and employment but also being articulate and confident in social situations and networking.

The core skills of reading, writing and maths are taught through a tailored curriculum that is relevant to the child's age and stage and designed to develop fluency both verbally and when recording.

Our wider curriculum builds on these skills by providing children with practical, concrete, real-life experiences to enhance their learning. Learning is captured in a variety of ways; including floor books, exercise books, on-line and physical art gallery, video and photographs. These are celebrated by the children, parents and school staff.

For **English**, we have put together the curriculum to fit our children. Adapted RWI phonics, in tailored groups, is used for early reading into Year 2. Phonics then becomes a starter for reading lessons. Daily Supported Reading is used in Year 1 to link real stories, high frequency words and phonics together.

Destination reader is then used from Y2 up, when ready, to teach reading strategies through quality texts and thoroughly planned questioning. Our dialogic strategies are key during these sessions with sentence stems, standing to talk, discussions with discussion strategies (A,B,C) and learning partners.

The dialogic strategies are then fed into our writing curriculum which is based on our curriculum map and school events using Talk for Writing, drama, genre tick lists and debate. Cold and hot writes are used to assess the children and support the planning.

Maths is taught through mastery and the White Rose scheme. Each lesson has a fluency starter for rapid arithmetic recall, a model, application and then real life challenge or problem.

Humanities are taught through topic areas from the curriculum map. Big questions are set each half term to lead the learning through enquiry. This question then becomes the assessment at the end of the topic.

The **Arts** are taught through our Drop Down curriculum. This is an hour and a half session with mixed age children every week for each half term. The children get to choose DT, Art, Music or Drama, which is themed, based on school events, the calendar or the curriculum map. This ensures our children get a good range of taught skills, experiences and knowledge within these wider subjects. It also gives us the opportunity to highlight national events e.g. Black History Month and really embed them in the curriculum. We also promote social skills development, teamwork, collaboration, and creativity by mixing age groups together – Years 1,2 and 3 and Years 4,5 and 6.



Randal Cremer – Curriculum Statement 2019

The half termly themes are regularly reviewed to capture children's interest, celebrate our diverse community and teach the children the part they play in creating a fair and equal society. This focus on interest is to support the enjoyment of their learning, their love of being at school and sparking their curiosity to encourage independent learning but also to highlight the many choices they have for future aspirations.

MFL is supported by the Hackney Scheme of Work.

Computing is taught through Purple Mash.

We value a knowledge-led curriculum to develop thinking and reasoning and then putting this into practise through skills and collaboration to demonstrate learning.

Quality First Teaching is our main focus for all children and we have a clear set of guidelines to recognise any SEN children and those who may require interventions to address any identified gap in learning at the earliest opportunity.

School trips and events are woven into the curriculum to ensure experiences are relevant and meaningful to the children.

Impact

We monitor throughout the year to gauge the impact of the curriculum design. Alongside senior leadership and core subject leads; the curriculum teams monitor individual subjects by reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. We focus on coverage of the curriculum but more importantly look at the progress when assessing.

We constantly refresh our school curriculum map each school year to ensure relevance for our children and our community, national events and anniversaries and the changing media and technology. This gives our children opportunities to be aware of the world around them, be more prepared for transitions, have knowledge and curiosity about our world and develop their thinking as their education grows beyond our school

The learning is measured through pupil 'I can' statements and our floor books to discuss and analysis the application of skills across the curriculum. This shows how knowledge requisition is boosted by expectations to evidence thinking, reasoning and demonstrate individual understanding. Both pupils and teachers work together to share the learning journey within the floor books. Pupil comments, tasks, opinions and ideas are collated alongside teacher explanations, photographs and links to videos that have been filmed during lessons.

We look for our children to have experienced a wide range of cultural, social and academic experiences by the time they leave for Secondary school and to help prepare them for their future working world.

As a diverse and multi-cultural school community, we believe our children have unique talents, skills and qualities. As such, they have the right to succeed, the right to recognise how great they are and



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Randal Cremer – Curriculum Statement 2019

the right to develop who they are in a respectful and nurturing environment. Our school ethos is firmly based on our values with love and the love of learning being the foundation of everything we do and knowing our children thoroughly as individuals within a community.