



Believe ~ Learn ~ Grow

Ridgeway Farm CE Academy

Curriculum Statement

2024-2025



Our vision is for all children to believe in themselves and develop a love of lifelong learning as we grow together as part of God's family.



Curriculum Intent

- To inspire and enthuse our children.
- To ensure the children have access to a broad and balanced curriculum which develops core knowledge and skills.
- To demonstrate our CE ethos by teaching our children to believe in themselves and develop a love of lifelong learning as we grow together as part of God's family.
- To enable our children to develop learning behaviours which support lifelong learning.
- To ensure our children develop an understanding of their identity and purpose, better understanding their place in the world.
- To develop our children as critical thinkers, empowering them to demonstrate courageous advocacy and develop their spirituality.
- To enable the children to develop language skills, building a rich vocabulary.
- To enable the children to develop their cultural understanding and respect.
- To ensure our children develop healthy lifestyle habits that support positive mental and physical health.
- To ensure children can develop and apply their English and Mathematical knowledge and skills.
- To encourage our children to foster a love of reading for pleasure, as well as reading to inform and explore.
- To develop computing skills that support future life.
- To provide our children with a broad range of new experiences which enrich their knowledge and understanding of the world around them.
- To develop links with the local community and a sense of identity.

Curriculum Implementation

We follow the objectives of the National Curriculum 2014 but have designed our own creative and engaging curriculum to meet the needs of all our children, which will stimulate, inspire and raise standards for every child and provide opportunities for rich personal and academic development. Inspiring every child to believe, learn and grow.

A yearly overview is planned for each year group and from this teachers plan using subject specific progressions. This ensures skills, knowledge and vocabulary are built upon each year and the children have opportunities to revisit and make links across all their learning.

The creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts. Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts.

Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum. All our children have an entitlement to a state of the art, well-resourced and rich learning environment that promotes their sense of responsibility and autonomy.

At Ridgeway Farm CE Academy, we provide opportunities for cross-curricular learning, which allows children to make connections between different aspects of the curriculum. Carefully planned opportunities



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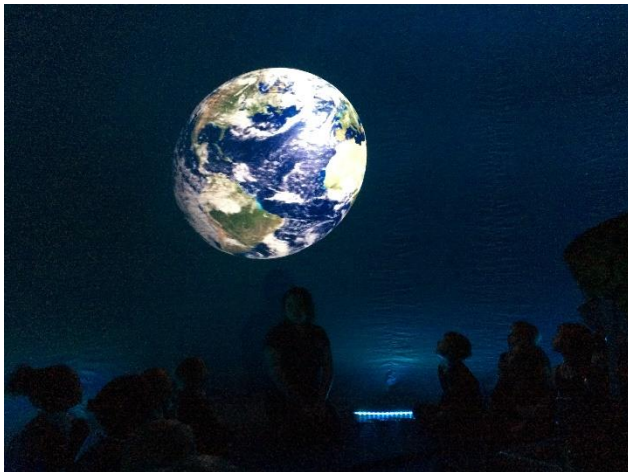
support children to deepen understanding, and develop their skills in relevant contexts. Topics are chosen that allow us to work within the National Curriculum, but they provide opportunity for a breadth of study across many subjects. We have a bias towards topics that the children can relate to the world immediately around them, so local history is important, but the ability to contrast civilisations from the same period in history (Stonehenge and the Pyramids) is also exploited.

Work is also supported by school trips and by external agencies visiting the school, giving the children a 'hands-on' learning experience.

When planning learning, the following design principles are applied to help ensure that we get it right for all children:

Challenge and Enjoyment – At Ridgeway Farm CE Academy, we provide our learners with appropriately challenging experiences that are active and engaging for all. We have high expectations of all learners' attainment and achievement taking into account the needs and abilities of individuals. We provide opportunities for Greater Depth learning and Mastery of the curriculum through carefully structured lessons, activity led learning and by teaching to the top. This with a range of differentiation strategies and support ensures children to choose their own level of work and challenge.

Breadth – We plan to ensure learners have the breadth of curricular experiences and use our curriculum to ensure this.



Progression – Taking account of prior learning and specific needs, we plan for continuous progression for our learners. Class teachers plan 'cold' tasks to ascertain where individuals are with their learning, and plan accordingly. School tracking and monitoring systems help us focus on continuous improvement and provides benchmarks of learning across the curricular areas. Our transition arrangements between each year and especially between the key stages, also support continuous progression for our learners.

Depth - We provide our learners with experiences that allow them to learn in enough depth across the curricular areas, so that they can confidently apply their learning in different contexts. We encourage our learners to be creative and independent thinkers and use a wide range of strategies and techniques to support this.

Personalisation and Choice – Within our curriculum framework, we provide opportunities to ensure that our learners are involved in what they learn and how they learn according to their individual interests and needs. Through topic work in particular, pupils identify what they want to learn and are given choices about how they present their learning, taking account of individual needs, learning styles, aptitudes and talents.

Coherence – We ensure a coherent learning experience for our pupils, linking appropriate curricular areas and deepening





understanding e.g. learning about body systems through PE, Science and Art and Design.

Relevance - We ensure that our learners are exposed to relevant and local curricular experiences, helping them to identify how their learning will provide strong foundations for future life and work. We encourage children to be reflective learners, identifying when and how they will use what they have learned in later life.

EYFS Intent

In the Early Years at Ridgeway Farm CE Academy, we want children to be happy, confident, well rounded individuals with a love for learning. We believe in providing all children with a safe and stimulating environment that builds on individual's wants, needs, and interests and aim to give the children a sense of belonging in the wider school community.

Learning through play should be fun, engaging and promote children's natural curiosity whilst providing suitable challenge. We aim to encourage children to take turns, share and be thankful to one another and to God, committing to our Christian values. We value the importance of our outdoor environment and believe that it offers children the opportunity to develop their thinking and problem-solving skills.

We are committed to providing the best possible start to school life, teaching them skills, and giving them experiences that will ensure their well-being now and success in the future.



EYFS Implementation

All staff have high expectations and the enhancement of skills for learning is achieved through a well-resourced, stimulating environment that allows children to repeat and consolidate their own learning. Children are encouraged to take an active part in their learning journeys and become independent learners. We foster a love of learning by ensuring that we capture and learn through the children's interests as much as possible. Every opportunity is a learning opportunity!

Our high quality teaching and learning is based on a team planning approach centred around children's individual needs and interests, as well as providing the initial building blocks for the wider whole school curriculum which follows.

Our curriculum provision enthuses and generates a love for reading whilst effectively teaching new ideas, concepts and vocabulary. This can be seen through our 'Book Talk' teaching focus in Reception which is driven through exposure to quality texts, which is also linked to all areas of our curriculum. Our children



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also have access to a lending library, home readers, guided reading in Phonics sessions, daily story time and daily nursery rhyme time.

Our mathematics curriculum is taught daily through exposure and exploration of number and numerical patterns. It encapsulates real life scenarios for example, cookery (weights and measures), shopping (money role play) and general day to day teacher daily activities and routines.

Staff are skilled at asking questions that encourage children to think more deeply about their learning, to extend their use of language across the curriculum and to make connections in order to embed new learning.

Prime areas are a key part of our curriculum. They are covered though all areas of our curriculum provision but specific examples are:

- We have a welcoming and inclusive environment
- We have our key person system
- We have key interventions that cover one or all three prime areas i.e. Dough Disco.
- Educational trips to enhance the children's language skills
- Daily or Weekly PSED sessions (cohort dependent)
- Weekly PE and Just Dance sessions (from Autumn 2)

Assessments are relevant and purposeful, leading to improved outcomes for children. We have continuous, daily assessment which influences provision lesson to lesson, day to day, week by week. This can be seen in our planning files, children's files, daily practice and the learning environment.

We strive to involve parents to engage in supporting their child's to learning. We do this through parent workshops, information leaflets, weekly newsletters, regular tweets and website class page updates and the use of Interactive Learning Journey where families see their child's progress and share WOW's, add images and progress achieved at home with families.

EYFS Impact

Children enjoy their learning and the majority participate eagerly and enthusiastically. They are beginning to manage their own feelings and behaviour, and understand how these have an impact on others.

It can be seen that, for those children that have been present for the majority of their early years education at our school will flourish and develop into confident, motivated and independent learners, will make good or better progress and often achieve GLD. This is in comparison to the children who join the school at times other than the usual admission times or families that are required, often during the school year, to return to their home country for prolonged periods of time i.e. visa applications / renewals.

By the end of the Foundation Stage, the majority of children read accurately and are starting to develop fluency in their reading. Their vocabulary and understanding of language is good and many children achieve the early learning goals, representing high achievement from low starting points.



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Subject Specific Intent and Implementation at Ridgeway Farm CE Academy

Maths Intent



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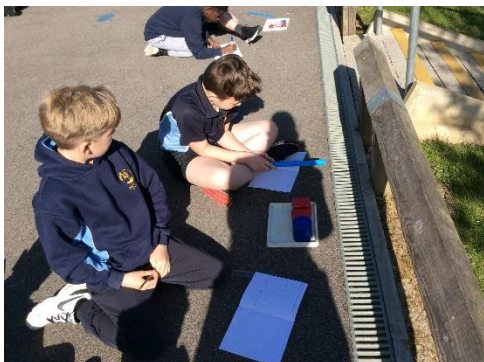
At Ridgeway Farm CE Academy, we follow a Teaching for Mastery Approach and have chosen to use White Rose Maths to underpin our mathematics curriculum as it provides an ambitious, connected curriculum that is accessible to all pupils and has a clear progression through the primary years and beyond. At the heart of our curriculum is a commitment to develop resilience, confidence and self-belief; enabling our children to become fluent in the fundamentals of mathematics as well as develop their ability to reason and solve problems. Pupils are introduced to new mathematical concepts and develop reasoning and problem-solving skills using concrete resources; pictorial representations and finally numbers and symbols. We use the CPA (Concrete, Pictorial and Abstract) approach to help pupils understand mathematics and make links in their learning. We place great importance on mathematical language and questioning so pupils can discuss their understanding and develop their thinking.

Our intent focuses on equipping all pupils with the mathematics they need to master the curriculum for each year group, which requires that all pupils:

- recall key number facts with speed and accuracy and use them to calculate and work out unknown facts;
- develop their ability to apply mathematical skills with confidence and understanding when solving problems.
 - apply their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
- express themselves and their ideas using the language of mathematics with assurance.
- have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems.
- develop positive attitudes to mathematics, recognising that mathematics can be both useful and enjoyable.
 - nurture a fascination and excitement of mathematics
- are able to use and apply the skills in other curricular areas.



Our expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress is based on the security of the pupil's understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are



challenged through being offered rich and sophisticated problems before any acceleration through new content. Those children who are not sufficiently fluent with earlier materials are supported in a number of ways to consolidate their understanding, including through additional practice, before moving on. As well as being fluent mathematicians, we aim to foster a love of learning; developing curious minds that are willing to take risks and experiment with ideas. With kind hearts, resilience, guidance and support our aim is to develop a generation of children who leave primary education believing that they can be successful mathematicians.

Maths Implementation



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- A daily mathematics lesson is taught in Year 1 – Year 6.
- In EYFS pupils experience daily mathematics learning through whole class teacher input; teacher directed tasks and child-initiated play. Opportunities for mathematics is developed through daily routines and all areas of learning.

Ridgeway Farm's calculation policy is used across the school to ensure that there is a clear progression and consistency of calculation methods.

- We implement our approach through high quality teaching, delivering appropriately challenging work for all individuals. To support us, we have a range of mathematical resources in classrooms including Numicon, Base10 and counters (concrete equipment).
- Lesson starters are used to quickly recap the previous learning to ensure that maths concepts have been learnt and remembered.
- Pre teaching, catch-up sessions and short maths interventions (E.g. Plus 1 and Power of 2) are used to support the children in consolidating their maths understanding and to ensure that any misconceptions are quickly addressed.
- Through our teaching, we continuously monitor pupils' progress against expected attainment for their age, making formative assessment notes where appropriate and using these to inform our teaching.
- Cold and hot assessment tasks are used at the beginning and end of each maths block so that progress can be monitored, and gaps can be easily identified before the unit has been taught
- In terms 2, 4 and 6, summative assessments (NFER or SATs) are used to monitor the progress and attainment of the children's maths understanding. The results form discussions during termly Pupil Progress Meetings which ensures that we are providing excellent maths provision for every child.
- Children at Ridgeway Farm use Times Tables Rockstars and Numbots to support fluency and quick mental recall of known number facts.
- Maths is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects

Maths Impact

Children will enjoy mathematical experience and want to find out more about how being numerate will support them in the real world.

The children will be encouraged to practise their basic number skills on a range of websites and apps in school and at home independently. This is to further their own enjoyment and fascination about the subject.

Evidence of work will show secure knowledge and basic skills coverage; it will also show cross curriculum links.

Standards in maths will be consistently high.

Subject Leaders and SLT will monitor the subject by looking at work, displays and by talking with children.

English Intent



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At Ridgeway Farm it is our intent to nurture and develop the whole child. We strive for all of our children to be Primary Literate Pupils. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We are extremely proud of our school library. All children visit the library regularly with their teachers to read and exchange books.

We aim to engage our children by using a range of high-quality texts as the stimulus to their learning.

- We aim to provide purposeful and meaningful writing opportunities for all our children.
- We aim to develop children's moral, social and cultural understanding through high quality texts that represent our community.
- We value the importance of talk, therefore, children will begin by orally retelling and exploring language in EYFS.
- By the end of year 6 we aim for the children to have become confident, creative writers who can write coherently for a range of purposes and audiences and are able to apply grammar and spelling rules.

English Implementation

At Ridgeway Farm the English curriculum is taught using a variety of resources to engage children and enhance learning, the most important of these being high quality, challenging texts that link with other curriculum areas.

The curriculum is constantly evolving to illustrate this and the Subject Leader and school staff constantly look for new texts to support the curriculum and development of skills. We prioritise time daily to read to children to further develop their love of reading and model reading for pleasure and enjoyment, developing vocabulary and feeding pupils' imagination and joy for curious young minds.

Links are made to other areas of the curriculum through cross-curricular writing, performance poetry, debate, reading and the use of computing to write, publish and communicate in a variety of ways.

Teaching blocks focus on fiction, non-fiction or poetry, in line with the 2014 National Curriculum. We ensure children are taught to write to entertain, inform, persuade and argue through a rich variety of writing outcomes.

Lesson sequences themselves build progressively towards an extended piece of writing and children are exposed to examples and modelled writing to support them. Teachers plan opportunities for children to apply their writing skills across the curriculum.

Assessment for Learning is embedded in lessons and children are active in editing and revising their work and responding to feedback to improve their work. Weekly spelling lessons teach explicit spelling rules and key words. The children follow our Handwriting Policy whereby they begin with mark making and for and then progress to develop a cursive handwriting script.

English Impact



As a result of our English curriculum, we have children who are developing their confidence and enthusiasm as readers and writers who enjoy showcasing their developing English knowledge and skills. They are confident to 'have a go' and love to discuss and share their ideas both in class and to a wider audience.

Reading Intent

"I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage." Roald Dahl

- We aim to enable our pupils to read confidently, fluently, accurately and with understanding
- We aim to encourage a love of reading and an appreciation of books from a variety of genres and to foster an interest in words and their meanings
- We aim to enable the children to read with discernment and to evaluate and justify their preferences.
- We aim to develop a suitable technical vocabulary through which to understand and discuss their reading
- We aim to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life
- We aim to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children

Reading Implementation

Reading lies at the heart of the curriculum at Ridgeway Farm. We are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for academic success.

We aim to:

1. Develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers.
2. Develop reading strategies and skills, accuracy, fluency, understanding and response to texts.
3. Develop the ability to use and manipulate a variety of texts, both fiction and nonfiction.
4. Develop children's experiences through a variety of text including the use of libraries, I pads, laptops and other available media.

Early Reading (Word reading)

To ensure that every child in our school will learn to read we ensure we:

- Use one synthetic phonics programme from YR to Y2: We use Floppy Phonics to teach phonics and graphic knowledge (common exception words and tricky words). We have fidelity to this one scheme.

Using this programme, we are confident that:

- grapheme/phoneme (letter/sound) correspondences are taught a clearly defined, incremental sequence;
- we introduce children very early on to a defined initial group of consonants and vowels, enabling them to read and spell as soon as possible many simple CVC words;
- children are taught the highly important strategy of blending phonemes in order, all through a word, to read it;
- children are taught to apply the skills of segmenting words into their constituent phonemes to spell; blending and segmenting are reversible processes;
- Multi-sensory activities used are interesting and engaging but firmly focused on intensifying the learning associated with its phonic goal.



Reading books in EYFS and Year 1 match our Floppy Phonics phonics programme. Children are taught specific phonemes/ graphemes and then have access to the equivalent books that reinforce the phonics that have been explicitly taught. They also have access to a specific band of books that they can choose from to take home. These books have been carefully banded to support and reinforce the phonics taught.

Reading Scheme

Our core reading scheme is the Oxford Reading Tree, where pupils (and parents) quickly become familiar with the ongoing adventures of Biff, Chip and Kipper and their 'Magic Key'. However, this is augmented throughout the school with a broad range of other books appropriate to the age of the children. The Oxford Reading Tree scheme supports children in their independent reading. We have a wide range of texts for children to access to support them in finding their love of learning.

Book Talk

While the staff will still hear children read individually where appropriate, much of the formal teaching of reading throughout the school is delivered through our 'Book Talk' sessions:

Whole Class Reading is one component of the shared reading block during which the teacher provides support for readers. The teacher helps children learn to use reading strategies, such as context clues, letter and sound knowledge, and syntax or word structure, as they read a text or book that is unfamiliar to them. The goal of our Whole Class Book Talk sessions is for children to use these strategies independently on their way to becoming fluent, skilled readers.

Early Years Foundation Stage

Children are heard read by an adult in school at least once a week. This can take the form of key words, sounds or individual reading books. Sound sheets will be sent home for the children to practise that relate to what they have been learning in class. In addition, there are daily phonic sessions and timetabled whole class story times throughout the day.

Year 1

Children are heard read at least once a week by an adult at school. Lower ability children will experience more often individual reading with a member of staff in order to monitor their progress. Children are read to regularly throughout the school day. There are also daily phonic sessions.

Year 2 – Year 6

Children are encouraged to read often and books are exchanged weekly. Reading Record books are signed by any adult who has heard the child read. Children will be heard to read at least once a week by an adult, they may be heard read by other adults such as teaching assistants or parent helpers. Whole Class Reading sessions are a part of daily classroom practice; comprehension activities and reading for pleasure are encouraged in order to foster a love for reading. We use 'Teach Hub' to support our planning and choice of high quality texts for whole class reading. We use agreed symbols and language with the children based on the reading strategies they will be using within the teaching sessions.

At certain points throughout the year (Autumn, Spring and Summer) each class will undergo a formal assessment for Reading –NFER. The NFER tests look at all aspects of reading across a fiction, non-fiction and poetry text. Teachers use the results from the formal assessment as well as their ongoing assessment to organise interventions and adapt their teaching.



Reading Impact

The impact of the reading emphasis and teaching at Ridgeway Farm will be...

- High progress measures from a child's initial reading ability
- Y1 Phonic Screening Check pass rates
- High levels of comprehension and vocabulary development
- High levels of engagement in the books children read
- The ability to read across a range of subjects
- A fostering of reading for pleasure

Science Intent

At Ridgeway Farm, we aim to encourage children to be scientifically curious, observing and asking questions about the world around them. We want our children to be creative, independent and show perseverance when planning and carrying out scientific enquiries. We aim for children to communicate their scientific findings confidently to others, using the correct scientific vocabulary. Ultimately, we hope that children will be enthusiastic and motivated scientists, who will continue their love of learning science beyond Ridgeway Farm.

- Encourage the children to explore and ask questions about the world around them.
- Enable our children to develop scientific skills and knowledge
- Encourage children to develop technical science vocabulary
- Develop the children's 'working scientifically' skills as they move through school.
- Provide opportunities for the children to apply their skills across the curriculum, including collecting, presenting and analysing data.
- Prepare our children to understand the challenges and developments we face in our society today and take responsibility to be global citizens

Science Implementation

Our curriculum will encompass the National Curriculum requirements to ensure all aspects, knowledge and skills of Science are being taught across all year groups. All staff will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps.

We will develop the use and understanding of correct scientific and technical vocabulary. The teaching of Science will be through regular investigative work, with a strong emphasis on exploration and discovery.

We will support all children as appropriate so that everyone can access the curriculum as well as provide additional challenge to children where appropriate to develop their skills and knowledge beyond the expected curriculum requirements. Where repetition of skills or knowledge is required, these will be clearly



identified. All staff will have high standards and expectations of Science and positive attitude towards Science. Knowledge Organisers are created with key concepts and knowledge and key vocabulary.

Science Impact

Children will enjoy Science and scientific experiences and will be enthusiastic investigators.

The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject (eg through homework activities or independent research).

Evidence of work will show secure knowledge and skill coverage and development, with cross-curriculum links and supported work where necessary.

Standards in Science will be high.

Subject Leaders and SLT will monitor the subject by looking at work, displays and by talking with children.

The children experience what it is like to be a Scientist and have a passion for Science.

RE Intent

As a school, it is our aim to instil a love of RE in all our children.

We provide an interesting and varied curriculum that intrigues, motivates and challenges our children.

From EYFS up to the end of KS2, the children will be taught about a range of world religions, together with humanistic beliefs. As a CofE school, Understanding Christianity is central to our RE programme.

We will make sure the core knowledge to be taught is clearly specified.

Children will develop their critical thinking skills and reflect on the similarities and differences between religious beliefs and practices.

Children will show an understanding of how belonging to a faith provides guidance for their everyday living and respond empathetically.

We will utilise opportunities to link RE to other subjects, with particular emphasis on literacy skills (speaking and listening, reading, writing) and art.

We will ensure staff have the appropriate training to deliver our RE curriculum effectively.

- To enable the children to develop their understanding for a range of different beliefs, religions and worldviews.
- To enable children to agree or disagree respectfully, recognising that different people have different beliefs, both religious and non-religious, and that these should be respected.
- To develop children's knowledge of different places of worship, and where these are located in our community.



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- To recognise that different religions have different stories and individuals that are of key importance.
- To help children become familiar with different religious celebrations and festivals throughout the year, and notice similarities and differences between these.
- To inspire and enthuse children about the vibrant multicultural and multi-faith community of which we are all part of.
- To develop our children as critical thinkers, empowering them to demonstrate courageous advocacy and develop their spirituality.
- To enable children to make connections between religions and develop their cultural understanding and respect.

RE Implementation

Our curriculum will encompass the Swindon Agreed Syllabus and the Understanding Christianity to ensure all knowledge of RE are being taught across all year groups.

All staff will use assessment for learning to ensure progress during lessons and across the themes.

Through our teaching, including the use of religious artefacts and visits, we will motivate our children to find out more about different religions.

We will support all children as appropriate so that everyone can access the curriculum.

We will provide additional challenge to children where appropriate to develop their skills and knowledge beyond the expected curriculum requirements.

Where repetition of skills or knowledge is required, these will be clearly identified

The yearly overview show both coverage of Understanding Christianity and the Agreed Syllabus. This outlines the big questions that are explored each term for each year group. The children have weekly RE sessions and sometimes whole days focusing on topics.

RE Impact

Children will enjoy RE and RE experiences and will want to find out more.

The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject (e.g. through homework activities or independent research).

Evidence of work will show secure knowledge coverage and development, with cross-curriculum links and supported work where necessary.

Clear reflections of their own beliefs and an awareness how believer's faith impacts on their everyday life.

A good understanding of different faith practices and beliefs will result in tolerance and understand of the differences in our society (tolerance and understanding = key British values)



Standards in RE will be high.

Subject Leaders and SLT will monitor the subject by looking at work, displays and by talking with children.

History Intent

The history curriculum at Ridgeway Farm draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

- To provide our children with a broad range of experiences which enrich their knowledge and understanding of the world around them, identifying how the past contributes to the current day.
- To develop knowledge and understanding of key historical knowledge including Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- To develop the children's chronological framework to support them in building a picture of the past and how areas of study link.
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- To develop enquiry skills through study of historical events using a range of sources.
- To encourage children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History Implementation

History gives us an understanding of who we are, and where we came from. Our aims are to fulfil the requirements of the National Curriculum for History, equipping pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world. We ensure the progressive development of historical concepts, knowledge and skills through careful planning, and aim to inspire in all our pupils a curiosity and fascination about the Britain's past and that of the wider world, including ancient civilisations and empires.

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. In KS1, pupils are introduced to learning about changes in living memory and beyond living memory, by learning about the lives of significant people of the past, understand the methods of historical enquiry and beginning to ask and answer questions about the past. In Lower KS2, pupils learn about the history of Britain from the Stone Age to the Norman Conquest, creating a timeline into and around which a wider range of topics such as Ancient Greece and WWII are placed in Upper KS2.

History is taught as a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum, to build an in-depth knowledge about a particular period in history, or understand how an aspect of life has changed through time. The History topics frequently form the core of our cross-curricular approach to teaching, support and engaging our pupils with work in many other subjects, including English, Art, Music and RE. In this way, children are able to gain a richer and deeper understanding of each particular period in time.



We aim for our children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of educational visits. This approach equips our pupils with the historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

History Impact

Children will enjoy History and historical experiences and will want to find out more.

The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject (eg through homework activities or independent research).

Evidence of work will show secure knowledge and skill coverage and development, with cross-curriculum links and supported work where necessary.

As they progress through the school, children will have an increased understanding of key areas: chronology; similarity and difference; continuity and change.

Children will be able to use specific vocabulary relating to History.

Geography Intent

As a school, it is our aim to instil a love of Geography in all our children. Our curriculum will encompass the National Curriculum to ensure all aspects, knowledge and skills of Geography are being taught across all year groups. We will provide an interesting and varied curriculum that intrigues, motivates and challenges our children as well as supporting their recovery from the Covid pandemic.

From EYFS up to the end of KS2, children will be taught geographical knowledge and skills which will help them develop a good understanding of our world. We will make sure the core knowledge, concepts and vocabulary to be taught are clearly specified. We will motivate our children to find out about the diverse world we live in, make comparisons and recognize the importance of sustainable development and their responsibility for future generations. We aim to gain an understanding of locational and place knowledge, human and physical geography and geographical skills and fieldwork.

We will utilise opportunities to link Geography to other subjects, with particular emphasis on literacy and oracy skills (speaking and listening, reading, writing), as well as maths skills (related to mapwork). We will ensure staff have the appropriate training to deliver our curriculum effectively.

Geography Implementation

All staff will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps. Through our teaching, including the use of maps, atlases, fieldwork and visits, we will motivate our children to find out more about their local area and their relationship with the wider world.

We will support all children as appropriate so that everyone can access the curriculum. We will provide additional challenge to children where appropriate to develop their skills and knowledge beyond the



expected curriculum requirements. Where repetition of skills or knowledge is required, these will be clearly identified (eg fieldwork skills).

We will motivate our children to find out about the diverse world we live in, make comparisons and recognize the importance of sustainable development and their responsibility for future generations.

We aim to gain an understanding of locational and place knowledge, human and physical geography and geographical skills and fieldwork.

Geography Impact

Children will enjoy Geography and geographical experiences and will want to find out more about the world in which they live.

The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject (eg through homework activities or independent research).

Evidence of work will show secure knowledge and skill coverage and development, with cross-curriculum links and supported work where necessary.

Standards in Geography will be high.

Subject Leaders and SLT will monitor the subject by looking at work, displays and by talking with children.

PE Intent

To instil a love of PE in all our children in a safe, secure and nurturing environment and to offer a range of opportunities to inspire our learners.

For all children to make at least good progress within PE/physical activities and school sport.
To pick-up and address any variances caused by children missing school due to Covid.

To build independent learners and effective leaders who show character and resilience through team work and co-operation.

Our curriculum will encompass the National Curriculum requirements to ensure all aspects, knowledge and skills are taught across all year groups.

We will utilise opportunities to link school sport with other schools throughout the local and wider community through competitive and non-competitive tournaments and festivals.

From EYFS to the end of KS2, children will be taught a range of knowledge helping them develop the skills needed to build a lifelong love of PE, physical activity and sport, and of how to stay fit and healthy.

To make explicit Cross-curriculum links through a focus on learning about themselves and their bodies.



We will ensure every child is active throughout each lesson and for a minimum of 2 hours per week whilst in school.

To include parents, siblings and wider family members to help the child and family stay active.

To keep children safe, and help others who may become distressed, in and around water.

PE Implementation

We offer, and teach, a wide range of sport, giving children opportunities to excel within a field of their liking. We support all children as appropriate so that everyone can access the curriculum.

Formative Assessment is embedded through lessons and all staff will use assessment for learning to ensure all lessons are relevant and will help to plan next steps and fill gaps.

We use PE Champions to support our teaching of PE. Staff have also had CPD in sports such as lacrosse, archery, curling and tchoukball.

Children are asked to become sports leaders and take on roles of responsibility. This can be through helping younger years children at play times, leading warm-ups or cool-downs or as role models during lessons.

Children are given opportunities to build character and embed values through regular team working activities, competitive sport and Sports Day.

A proportion of Sport Premium funding is spent to support the wellbeing and mental health of less active children who are then encouraged to live a more active lifestyle. Afterschool clubs provided/wider range of sporting activities.

During planning, cross-curricular opportunities are considered, and where appropriate, added throughout the curriculum. Within PE, this will include PSHE, science, maths and others.

A minimum of 2 hours of taught PE and physical activity per week, active playtimes and child led play ensures that all children are mobile throughout breaks, a wide range of paid, and free, after school/lunch clubs.

As a school we are part of the Golden Mile initiative and every child takes part in a daily 'run' of at least 10 minutes, calculating miles each year and working towards different rewards/achievements.

Parents and families are encouraged to be involved in physical education, physical activity and school sport through Sports Days, school teams, website interests and other activities.

Swimming and water safety are taught throughout KS2 and extra opportunities are taken to continue to improve beyond the government's guidelines. This would normally be Y4 full year group, Y5 catch-up and Y6 catch-up.

PE Impact

Children will enjoy PE and will want to continue sport/activities outside of school.



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Subject Leaders will monitor the impact of the subject by; observing lessons, Governors' Reports, pupil voice and tracking progress/success. Children will have lessons aimed at ensuring they make good progress at their own level.

Children become stewards of their own learning and support peers to continue to improve and excel. Class teacher ensure this through effective T&L.

An annual standards report will make judgements about the effectiveness of the curriculum. This will inform governors/subject lead and be the basis of future staff development.

Children have a deeper spiritual, moral, social and cultural involvement within the community and school and can celebrate their, and the school's successes.

Children become proud of sporting achievements and want to be more active for the betterment of themselves. All children are given the opportunity to represent the school. Children are happy within themselves and value exercise. All of this leads to healthy, active lifestyles.

Children understand the reasons for exercise and healthy living and the impact a healthy lifestyle has on them.

Children explore and are engaged by a wider range of sport leading them to be more active and become champions of sport leading to higher self-esteem and belief.

Children and families have a commitment and desire to improve their lives and community within which they live.

Measurable impact of swimming through high % of children achieving, or exceeding, the government's target.

PSHE Intent

Our personal, social and health education (PSHE) curriculum aims to assist children to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships. It enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

We also aim to develop children who are reflective individuals and who have a strong awareness of their own wellbeing as well as an awareness of, and respect for, others.

Children will be able to communicate and manage their thoughts and feelings

Children will develop the attributes needed to thrive as individuals, family members, members of society and the global community.

PSHE Implementation



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Alongside the Personal, Social and Health curriculum (PSHE), we also teach Relationships and Sex education (RSE), through Jigsaw, a mindful approach to PSHE and RSE.

Jigsaw is divided into 6 strands and each strand is taught once a year. It is a progressive scheme, with each unit being built upon year after year, so that the children become very familiar with the main topic strands and format of each lesson. As children develop in age, so does the content of what they learn. All lessons are delivered by the class teacher, in a calm manner, with children free to ask questions and discuss the topic openly with their peers and friends.

Through Jigsaw we aim to provide and prepare our children for the ever changing world around them. Our children are provided with opportunities to reflect on their experiences and understand how they are developing personally, physically and socially, whilst gaining skills to help them navigate the many spiritual, moral, social and cultural issues that are part of growing up.

They also learn to understand and respect our common humanity; diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

Lessons involve class discussions, group activities and own time to reflect. Evidence is completed in PSHE books and displays.

In addition, there are other opportunities where children are involved in PSHE activities outside the discrete lesson e.g. assemblies, cross curricular work in subjects such as RE or Geography as well as other wider opportunities such as School Council (Years 3-6); working with partner classes and Leadership roles.

Whole school, Key Stage and class assemblies make links to PSHE, British Values and SMSC.

We will support all children as appropriate so that everyone can access the curriculum.

All staff will use assessment for learning to ensure lessons are relevant and to plan for next steps. Thrive assessments will be completed to identify the needs of individuals and whole classes and activities planned to support areas identified.

PSHE Impact

Children will demonstrate and apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty.

Children are caring, respectful and confident individuals who are prepared for the next step in their journey and into the future.

Children demonstrate the skills of being a good citizen both in their local environment and globally.

Children will demonstrate a positive approach to learning and will achieve age related expectations across the curriculum.

Teachers use assessment for learning and Thrive assessments to monitor progress and to assess the impact of our lessons and Thrive programme.

Pupil surveys and School Council meetings seek the pupil voice and provide evidence of pupil's knowledge and understanding about a range of topics including E-Safety, bullying.



Computing Intent

At Ridgeway Farm, we understand the immense value that technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. Our aims are to fulfil the requirements of the National Curriculum for Computing whilst also providing enhanced collaborative learning opportunities, engagement in rich content and supporting pupil's conceptual understanding of new concepts which support the needs of all our pupils.

“A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world...core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.” National Curriculum

Our Computing curriculum aims to develop the heart and mind of every child. Computing teaching at has links with mathematics, science and design and technology and our aim is to provide a broad and balanced curriculum whilst ensuring that pupils become digitally literate and digitally resilient. Technology is ever evolving and we aim to develop pupils who can use and express themselves, develop their ideas through, information and communication technology at a suitable level for the future workplace and as active participants in a digital world.

The aims of our Computing curriculum are to develop pupils who:

- Are responsible, competent, confident and creative users of information and communication technology.
- Know how to keep themselves safe whilst using technology and on the internet and be able to minimise risk to themselves and others.
- Become responsible, respectful and competent users of data, information and communication technology.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Can analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems.
- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Become digitally literate and are active participants in a digital world.
- Are equipped with the capability to use technology throughout their lives.
- Understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Have a 'can do' attitude when engaging with technology and its associated resources.
- Utilise computational thinking beyond the Computing curriculum.
- Understand and follow the SMART E-Safety rules.
- Understand the E-Safety messages can keep them safe online.
- Know who to contact if they have concerns.
- Apply their learning in a range of contexts, e.g. at school and at home.

Computing Implementation

To ensure high standards of teaching and learning in computing, we implement a curriculum that is progressive throughout the whole school. Our implementation of the computing curriculum is in line with



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2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage.

Computing teaching will deliver these requirements through our half-termly units. Our Computing progression model is broken down into three strands that make up the computing curriculum. These are Computer Science, Information Technology and Digital Literacy. Computer Science underlines the knowledge and skills relating to programming, coding, algorithms and computational thinking. Information Technology underlines the knowledge and skills relating to communication, multimedia and data representation and handling. Digital Literacy underlines the knowledge and skills relating to online safety and technology uses all of which are covered whether combined or discreetly.

We use and follow the Purple Mash scheme of work from Year 1-6, ensuring consistency and progression throughout the school.

We recognise that computing is a specialist subject and not all teachers are computing specialists. Computing lessons are taught by our teaching staff with additional support from our member of staff in charge of IT Support. The Purple Mash scheme of work enables clear coverage of the computing curriculum whilst also providing support and CPD for less confident teachers to deliver lessons.

Lessons are broken down into weekly units, usually with two units taught per half term. Units are practical and engaging and allow computing lessons to be hands on. Units cover a broad range of computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, touch-typing, animation and online safety.

When teaching computing teachers can follow the children's interests to ensure their learning is engaging, broad and balanced. Teachers should ensure that ICT and computing capability is also achieved through core and foundation subjects and where appropriate and necessary ICT and computing should be incorporated into work for all subjects using our wide range of interactive ICT resources.

Through our Purple Mash subscription, our teachers can deliver thematic, cross-curricular lessons that also follow children's interests and provide flexibility. Purple Mash has an online portal of age-appropriate software, games and activities as well as topic materials and materials to support children's learning in other subject areas for all key stages.

Computing lessons will also use the Purple Mash software to 'make music' using the 2Sequence program, design and make using the 2Animate software and make links with maths through spreadsheets using 2Calculate.

Computing teaching is practical and engaging and a variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. We have a wide range of resources to support our computing teaching. Pupils may use laptops or iPads independently, in pairs, alongside a IT support or in a group with the teacher. Teachers and pupils are also aware of the importance of health and safety and pupils are always supervised when using technology and accessing the internet.

Our pupils are fully encouraged to engage with ICT and technology outside of school. Each teacher and pupil has their own unique Purple Mash login and password. Computing work can be stored and saved using pupil log in details and homework or '2do's' can also be set for pupils to access and complete tasks at home that link with their current class learning.

We provide a variety of opportunities for computing learning inside and outside the classroom. Computing and safeguarding go hand in hand and we provide a huge focus on internet safety inside and outside of the



classroom. Additional to all pupils studying an online safety unit through their computing lessons, every year we also take part in National Safer Internet Day in February. The Computing co-ordinator alongside class teachers will plan additional internet safety lessons and activities to take part in following a specific yearly theme. Internet Safety assemblies are also held as well as parent internet safety workshops and parent home activities.

Computing Impact

Our Computing Curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different computational components and alike other subjects discreet vocabulary progression also form part of the units of work.

If children are keeping up with the curriculum, they are deemed to be making good or better progress. We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Monitoring with our subject computing lead visits.
- Opportunities for dialogue between teachers.
- Photo evidence and images of the pupils practical learning.
- Video analysis through recording of performance in lessons.
- A reflection on standards achieved against the planned outcomes.
- Learning walks and reflective staff feedback (teacher voice).
- Dedicated Computing leader time.
- Monitoring of children's work.

Art Intent

At Ridgeway Farm CE Academy, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum.

Our art and design curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they are taught to think critically and develop a more rigorous understanding of art and design. They are taught how art and design both reflects and shape our history and culture.

The children will develop their understanding of the visual language of art through studying different media within the various disciplines of Art (drawing, painting, sculpture, printmaking, illustration etc). They will achieve this through effective teaching and considered sequences of lessons and experiences. They will also develop an understanding of the visual elements of Art and Design (line, tone, texture, colour, pattern, shape, 3D form) as we provide a curriculum which enables our children to reach their full potential.

We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.

As Pablo Picasso famously said "All children are artists. The problem is how to remain an artist once we grow up." We aim to engage our children and show them like all other lessons Art is not just a natural flair, it is a set of knowledge and skills that can be developed with a can do attitude.



Art Implementation

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The school's Art and Design curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.

Art Impact

Our Art and Design curriculum contributes to children's personal development in creativity, independence, judgement and self-reflection. This can be seen in the children's work on display and their sketchbooks.

Further information is gathered through pupil questionnaires; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded. The children are keen to learn new skills and work hard to perfect those shown to them. The children's art is sometimes cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science.

Teachers make formative assessments against objectives and use this information to inform future lessons; ensuring children are supported and challenged appropriately. Children are given an assessment on their end of year reports and this is shared with parents.

Children in Foundation Stage are assessed within Expressive Arts and Design and age related expectation levels are reported to parents at the end of the reception year.

DT Intent

At Ridgeway Farm, we value Design and Technology as an important part of the children's entitlement to a broad and balanced curriculum.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. Our Design and Technology curriculum ensures the children acquire a broad range of subject knowledge and draw on disciplines such as oracy, mathematics, science, engineering, computing and art.

We aim to develop the whole child. We have a Design and Technology curriculum that meets the National Curriculum and that develops many skills in the children.



We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering the user, purpose of products and the user's wants and values to develop a design criterion. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

DT Implementation

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

We use a scheme called Projects on a Page, which was developed by The Design and Technology Association. Using the scheme ensures our curriculum is progressive and meets national curriculum expectations. Every two years the children develop their skills and knowledge in designing, making and evaluating in the key strands in Design and Technology (Structures, Mechanisms, Textiles, Food and Electrical systems in Key Stage 2). Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in the process of designing, making and evaluating.

Key knowledge, skills and vocabulary for Design and Technology have been mapped across the school to ensure progression year on year. All teachers have access to progression maps to differentiate learning for those children who have gaps in their learning or who have SEND needs. Design and technology lessons are taught once a term as a block so that children's learning is focused throughout each unit of work and the children can discuss previous learning and see their progression.

In cooking and nutrition lessons the children learn where their food comes from and how to prepare and cook progressively more skilled recipes year on year.

The school's Design and Technology curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the process of designing and making.

DT Impact

Our Design and Technology curriculum contributes to children's personal development in creativity, independence, judgement and self-reflection. This can be seen in the children's work on display and their Design and Technology.

Further information is gathered through pupil questionnaires; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded. The children are keen to learn new skills and work hard to perfect those shown to them.



Teachers make formative assessments against objectives and use this information to inform future lessons; ensuring children are supported and challenged appropriately. Children are given an assessment on their end of year reports and this is shared with parents.

Children in Foundation Stage are assessed within Expressive Arts and Design, Physical Development, Health and Self Care and Technology. Age related expectation levels are reported to parents at the end of the reception year.

Music Intent

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music
- be taught to sing, create and compose music
- understand and explore how music is created, produced and communicated

At Ridgeway Farm, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Music Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom through the structured music programme Music Express as well as the weekly singing assemblies, various concerts and performances, musical clubs and teaching from specialist music teachers.

The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn key aspects of music through cross-curricular links. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Music Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – as



either listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Language Intent

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At Ridgeway Farm we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of Spanish in KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

We believe that learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. At Ridgeway Farm we aim to foster the children's curiosity and deepen their understanding of the world.

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Language Implementation

Children are introduced to Spanish from Year 3 and receive a weekly 30 minute lesson, throughout their time in Key Stage 2. We follow the Language Angels scheme of work and this enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

Lessons across the Key Stage support the skills of speaking, listening, reading and writing:

Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.

Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content.

The children are assessed in their Spanish listening, speaking, reading and writing skills during the summer term.

Language Impact

Our languages curriculum will ensure all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures.



Children will demonstrate a positive attitude to language learning and will achieve age related expectations.

Children are also provided with a variety of extra-curricular opportunities to promote their engagement in the subject.

Teachers use assessment for learning to monitor progress and to assess the impact of lessons to ensure children are challenged and supported appropriately.

British Values

As an important part of our integrated approach to Spiritual, Moral, Social & Cultural education at Ridgeway Farm CE Academy, we promote children's understanding of British values by embedding them across the school curriculum so that they permeate children's learning as well as influence the values and ethos of the school.

It is our aim to ensure that children at Ridgeway Farm CE Academy understand and actively participate in democracy, understand the difference between right and wrong, understand the rule of law, know their own personal rights and responsibilities and are mutually respectful and tolerant to those with different faiths and beliefs. At Ridgeway Farm we offer pupils a diverse curriculum which encourages pupils to reflect on their role in society in the following ways:

- **English:** Many books studied will have themes covering tolerance, mutual respect and democracy. Lessons look at how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures are also examined. Lessons explore the meaning of concepts such as liberty, democracy and tolerance.
- **Religious education:** Lessons reinforce messages of tolerance and respect for others. Children have the opportunity to visit places of worship that are important to different to faiths. We actively promote diversity through celebrations of different faiths and cultures.
- **History and geography:** Pupils analyse events in UK and world history where British values have been tested such as both World Wars. In geography, pupils look at how different cultures live and work throughout the world.
- **Assemblies:** Each week, whole school, class and phase assemblies are held which explore our value of the term, an issue topical in the news or pertinent to each class and many of them directly support the promotion and understanding of British values.
- **PSHE:** The children all follow the Jigsaw PSHE scheme in which the 5 values are embedded into the puzzle pieces.
- **Enrichment:** Opportunities are provided for children to learn and understand more about the society in which they live through educational visits and from visitors coming to school. This includes a range of professionals such as police officers.



British Value	How this is developed at Ridgeway Farm
Democracy	<ul style="list-style-type: none"> • All children in the school actively participate in the democratic process of electing class Student Council Members. • Student Council representatives act on behalf of the classes they represent and feedback to classes after each meeting. • All children contribute to creating a “Class rules charter” when they start their new classes. • Our curriculum gives children opportunities to debate big questions in the world around them.
The Rule of Law	<ul style="list-style-type: none"> • Children follow the behaviour System • School and classroom rules reinforced daily • Children introduced to E-safety rules • Excellent behaviour and learning is praised and celebrated. • Visits from local police officers
Individual Liberty	<ul style="list-style-type: none"> • Children learn about the importance of individual rights and liberty through aspects of the curriculum. • Year 6 children take part in Junior Good Citizen. Through experiencing a range of real life situations in a safe environment, they learn about road safety, hazards, the Countryside Code and how to report an emergency.
Mutual respect and Tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • Children learn about a range of religions through the RE curriculum. • PSHE Jigsaw Scheme focuses on respect for others and looks at celebrating difference and challenging stereotypes. • Remembrance Day Assembly • As a school we celebrate a range of celebrations from different faiths and cultures, exploring associated artwork, music and food (e.g. Eid Party, Christmas, Chinese New Year, Diwali) • Anti-bullying week teaches children to recognise different types of bullying and empowers them to know how to act if they see or experience bullying.

Forest School Intent

The ethos of Forest School is based on a respect for children and their capacity to initiate, investigate and maintain curiosity in the world around them. It believes in a child's right to play; the right to access the outdoors; the right to experience risk in a controlled way in the natural world along with the right to develop their emotional intelligence through social interaction, building a resilience to enable creative engagement with their peers and their potential.

Forest School is an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. Children who struggle learning indoors are



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often able to develop new ways of learning and coping with the world. Forest School is based on the process of learning - more on the 'how' than the 'what'. Forest School practice embraces collaborative unplanned, unexpected and ultimately unlimited learning. Children are encouraged to direct their own learning - this is often inspired by the Forest School leader either through stimulating play in the outdoors or through 'scaffolding' a child's learning, but mostly through simply observing how children are in the outdoors. The most important thing is to encourage the natural curiosity present in children and to enable them to open their eyes and experience the wonders of the world around them.

Our Forest School encourages children to:

- Develop personal and social skills
- Work through practical problems and challenges
- Use tools to create, build or manage
- Discover how they learn best
- Pursue knowledge that interests them
- Learn how to manage failures
- Build confidence in decision making and evaluating risk
- Develop practical skills
- Understand the benefits of a balanced and healthy lifestyle
- Explore connections between humans, wildlife and the earth
- Regularly experience achievement and success
- Reflect on learning and experiences
- Develop their language and communication skills
- Improve physical motor skills
- Become more motivated
- Improve their concentration skills

Forest School Implementation

Activities for Forest Schools are diverse and numerous, we are trying to create independent learners who are inspired to try out their own ideas, explore their own interests and to attempt new ideas.

Some activities might include:

- Shelter building
- Fire lighting and cooking on an open fire
- Using a Kelly Kettle
- Tool use
- Studying wildlife
- Playing team and group games
- Sensory activities
- Rope and string work, tying knots
- Art and sculpture work



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- Woodland and traditional craft
- Woodland management
- Developing stories and drama, and meeting imaginary characters
- Fire lighting/cooking

Clothing

No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, keep them covered to reduce the likelihood of cuts and scrapes, that fits appropriately for comfort, and that meets any religious requirements.

Children and parents are encouraged to think about the usefulness of their clothing for outdoor activities, and to be aware they are likely to take some of our mud home with them after a session. In the woodland it can often be cooler than expected under the shade of the trees.

Clothing list:

- Waterproof trousers
- Waterproof coat, with a hood.
- Long sleeved top
- Full length trousers
- Warm, waterproof boots (wellies can be very cold during the winter)
- Warm socks, and a spare pair
- Gloves and woolly hat – cold weather
- Sun hat and sun cream: that fits well to ensure good visibility– sunny weather
-

We work on the principle that “there is no such thing as bad weather, only bad clothing”. Before each session the forest school leader must carry out a risk assessment of the forest school site. The forest school leader must identify and remove/reduce and risks that are found during the risk assessment.

To ensure high standards of teaching and learning in the forest classroom, we implement a curriculum that is progressive throughout the whole school. Forest school teaching follows a whole school long term plan which focuses on outdoor skills and links to their learning in other subjects. At Ridgeway Farm CE Academy, we ensure that forest school has importance within the timetable.

Forest School Impact

Forest school lessons should make learning more relevant to their lives in the community and wider world. We encourage children to be responsible for and respect the local community and environment giving them a sense of belonging and ownership of the place in which they live. We explore the uses of the local area, integrating subjects so that meaningful activities can be planned and delivered effectively and regularly.

We measure the impact of our curriculum through the following methods:



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- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).