



Our Ethos

‘Everyone thrives at Red Row. Come as you are and grow.’

Our Vision

As a school we encourage an inclusive partnership between the children, adults and the home. We understand that children need to feel safe and secure before they can be successful. Because of this, we strive to make all our children feel this way, so that they can fulfil their potential.

We work each day with a common purpose to create a sense of belonging and community, not just among the children and adults but also the parents and carers. We do this through treating everyone with respect and ensuring each one of us is valued. In addition, we aim to foster resilience in individuals and inspire the children to widen and develop their aspirations.

Curriculum planning makes links to our values so they are embedded in how we teach the curriculum.

Our Intent

In EYFS, we recognise that young children learn best when they are curious, actively engaged and given opportunities to explore, investigate and make sense of the world around them. We embed elements of the Curiosity Approach, creating a calm, purposeful and language-rich environment where children are encouraged to wonder, question, explore and develop their own ideas. Children are provided with real-life experiences and open-ended opportunities which promote creativity, problem-solving, independence and a love of learning. The environment is carefully considered to encourage children to become active learners and to develop the confidence to follow their interests and take learning in different directions.

Alongside this, we draw on principles of the Montessori approach, particularly the development of independence, concentration, self-motivation and respect for others and the environment. Children are encouraged to select resources, make choices and complete tasks independently, with adults carefully observing, modelling and intervening where appropriate. Practical, hands-on experiences support children in developing fine and gross motor skills, whilst also building their confidence and ability to persevere when faced with challenge. We recognise the importance of giving children time to repeat, practise and consolidate learning, allowing them to develop mastery at their own pace.

Our EYFS provision places a strong emphasis on communication and language because these skills underpin children's learning across all areas of the curriculum. We use the NELI (Nuffield Early Language Intervention) programme to support the development of vocabulary, listening, narrative and communication skills for children who require additional support. NELI complements our wider language-rich provision, enabling children to develop the vocabulary and confidence they need to communicate effectively, understand others and access the curriculum successfully. Assessment and observation are used to identify children who may benefit from targeted support, ensuring that intervention is timely and responsive to individual needs.

These approaches complement our use of the Leuven Scale to monitor children's levels of involvement and emotional wellbeing. Together, they help us to create an EYFS environment where children feel safe, valued and confident to explore, communicate, take risks in their learning and develop a lifelong love of learning.

The principle of needing to maintain engagement is continued into KS1 and KS2 with teachers ensuring that the curriculum builds on the pupils' prior knowledge and is relevant to them. We want our pupils to develop the interpersonal skills that will allow them to thrive in a variety of situations. The Kagan approach to cooperative learning allows children to learn how to work well with their peers to find solutions whilst taking individual responsibility for improving their work.

We make provision for RSE (Relationships and Sex Education) throughout our school curriculum and deliver much of our RSE through the 1-Decision programme.

Our curriculum is knowledge rich, taking our children beyond their own contexts and supporting our commitment for all children to have a deep understanding of the world around them. The curriculum introduces them; to new concepts, contexts and experiences so that they develop a rich cultural capital and become more socially aware, confident and reflective young citizens of the world. Knowledge for its own sake is not the goal. We want our pupils to acquire knowledge and then have the skills to best apply it for the benefit of themselves and the community around them.

As independent thinkers and learners equipped to question and investigate the world. Through our teaching and learning, we aim for all our pupils at Red Row First School to:

- Value morals, religion and cultures to develop an effective and caring community, with pupils who will become positive members of society.
- Develop good communication skills articulating likes and dislikes, explaining why they have these opinions.
- Develop critical thinking skills and the ability to ask questions to further their understanding.
- Adopt a healthy mindset and lifestyle - know how to stay healthy physically and mentally.
- Build up a sound knowledge base of the world around us and link their knowledge to master different concepts.
- Leave with stamina for learning and a determination to complete tasks with perseverance and become resilient to mistakes.
- Leave us prepared and confident to meet the challenges of their next stage in education.

The 'Core Skills' of learning

We refer to core skills, as the skills in English which enable the children to read and write coherently across the curriculum and apply their knowledge of grammar and punctuation accurately whenever they are writing. We also expect the children to maintain high standards of presentation.

In maths, there are core arithmetic skills (e.g. number bonds) and numeracy skills (e.g. using a ruler) which the children use daily and should be used accurately outside of the maths lesson and the children should be able to apply these skills in a variety of contexts.

To ensure core skills continue to be at the forefront, children access Timestables Rockstars (KS2), Doodle Maths and English (KS1 and KS2) and Lexia (KS1 and LKS2), Reading Plus (UKS2) computer based programmes that provide continuous opportunities to practice and embed the core skills.

Phonics is taught daily using Little Wandle Phonics in EYFS and KS1 with defined expectations and end points throughout academic years.

Core Program Overview

- **Structure:** Rooted in the original *Letters and Sounds*, it maps out a rigorous, cumulative progression for teaching Grapheme-Phoneme Correspondences (GPCs) and blending

skills.

- **Timeline:** Teaching begins in Reception (Week 2), taking children through Phase 4 by the end of Reception and completing Phase 5 by the end of Year 1.
 - **Keep-up:** Daily, short interventions are provided for mainstream pupils in Reception and Year 1 who are in danger of falling behind.
 - **Reading Practice:** Pupils read decodable books matched precisely to their phonic stage in small groups three times a week.
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Key Stage 2 (KS2) & Rapid Catch-up Programme

- **Target Group:** Designed for children in Year 2 and above (including KS2) who are not reading at age-related expectations or who missed out on secure early phonics.
 - **Pace and Delivery:** “Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the core Little Wandle phonics programme, but has a faster pace.” It uses quick-step daily/weekly lessons to close gaps rapidly.
 - **Age-Appropriate Texts:** The intervention links with specialized *Big Cat for Little Wandle Letters and Sounds Revised 7+* books featuring themes and language suited to older pupils' maturity.
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SEND Programme

- **Target Group:** Specifically for pupils with complex Special Educational Needs and Disabilities (SEND), where the mainstream or rapid pace is unsuitable.
- **Graduated Approach:** It teaches reading in smaller, manageable steps.
- **Inclusive Resources:** Features a searchable bank of inclusive visual prompts, specialized sensory/grapheme cards, and tailored oral blending support designed so learners can connect with the materials.

Reading

Reading and using quality children's literature is at the heart of everything we do. All areas of study, across all subjects are linked at some point to year group reading curriculums. We are keenly aware that when children have 'learnt to read', they are then 'reading to learn'. We use whole class reading and English lessons to gain knowledge about a subject so the time in subject based lessons can focus on the skills. The children are then able to make rapid gains in knowledge through this cross curriculum approach.

We use Pie Corbett's Reading Spine to ensure that children experience a carefully selected range of high-quality, memorable and culturally diverse texts throughout their time at Red Row. The Reading Spine provides children with opportunities to encounter rich vocabulary, different genres, authors, themes and perspectives, building their knowledge of literature and developing a genuine love of reading. Texts are revisited and discussed in depth so that children develop their comprehension, inference, prediction and vocabulary alongside an appreciation of language and storytelling.

Our reading curriculum is carefully sequenced so that children encounter increasingly challenging texts as they progress through the school. We aim to ensure that every child develops a broad literary repertoire and has shared experiences of important and memorable books. Through our Reading Spine, we expose children to stories, poetry and non-fiction that extend beyond their own experiences and contexts, supporting our wider aims around cultural capital, vocabulary development and aspiration.

Reading is promoted as both a source of knowledge and a source of pleasure. Adults model a love of reading and create opportunities for children to recommend books, discuss characters and authors, make connections between texts and share their responses to what they have read. We want children

to leave Red Row as confident, enthusiastic and independent readers who choose to read widely and understand the enjoyment, knowledge and opportunities that reading can bring.

Memorable Moments

We aim to provide interesting, varied and exciting visits and classroom visitors to enhance areas of learning. Visitors and trips are chosen to enhance the curriculum; provide experiences they may not usually have access to and to provide a range of cultural opportunities, often beyond their local community and previous life experiences.

Cultural Capital

According to the school inspection handbook, Ofsted's definition of Cultural Capital is:

"As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'"

We want all of our children, no matter what their background or experience, to be exposed to the best of the world around them in order to help them reach their potential and make progress in life beyond school. There are many experiences, some small such as a bedtime story and others which are bigger such as a trip to the zoo which many of us take for granted. Our aim is to redress the balance by aiming to provide opportunities and experiences for all. *'...the accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility'.*

Some of the ways in which we think about Cultural Capital within in our curriculum are:

- a variety of literature is taught (classic and modern authors)
- across the years, children will be exposed to carefully chosen artists, designers, sculptors, architects and composers
- learning about significant people of the past and present and their impact on the world today
- we model respect for each other; use varied and appropriate language and strive to be role models for the children we teach
- pupil voice allows children to formulate arguments, make plans and work with others and they have opportunities to make decisions for the greater good which will also impact on their moral development
- daily life in school includes greeting each other at the door or when passing in the corridor; using cutlery appropriately in the dining room and even opening the door for a peer or adult. These life skills are a crucial part of enabling children to be able to adapt to the setting and experiences they are exposed to
- meta-learning (learning to learn), developing a growth mindset, self-esteem, keeping safe and spiritual development are all areas which we think play a part in children's ability to be prepared for the future and experience the best of what the world has to offer.

Curriculum Progression

Knowledge, concepts and skills across subjects is progressive (builds on previous learning and takes account of prior knowledge) and all teachers know what has been taught before and what comes next. Our aim is for the curriculum to be cohesive so children are constantly building on previous learning and provided with a curriculum where connections can be made across areas of study and different subjects.

We want children to be literate in a subject and become experts. Therefore, we emphasise 'areas of study' rather than topics to develop subject specific skills, concepts and language

Curriculum Development & Planning

Leaders have developed a curriculum overview for each key stage, that structures each area of study will be taught. The subject leader has based these decisions on progression of knowledge; and to enable tangible and experiential links to be made between areas of study and subjects.

Parental Involvement

Helping our pupils meet their full potential is a partnership between home and school. From Little Acorns (2year old provision) through to Y6 we use Class Dojo to communicate, share experiences, involve in learning and celebrate success.

Implementation

Aims/Expectations

- Learning is carefully planned so our school pedagogy is apparent and considered to allow the children to make gains in knowledge and make connections between different areas of learning. Using the children's prior knowledge as the start when embarking on a new topic.
- In EYFS, our pedagogy draws on the principles of the Curiosity Approach and Montessori to create an enabling environment that promotes independence, exploration and purposeful learning. Adults carefully observe children's interests, prior experiences and levels of involvement and use these to plan meaningful learning opportunities. Children are encouraged to make choices, investigate, ask questions and revisit learning through hands-on experiences. The environment and resources are carefully organised to promote independence and allow children to develop concentration, perseverance and confidence. Communication and language development is prioritised throughout the provision, with NELI used as a targeted intervention where appropriate to support children in developing their listening, vocabulary and communication skills. These approaches are embedded alongside our wider EYFS curriculum and are adapted to meet the needs of individual children.
- Areas of study are progressive in skills and knowledge across the school.
- Areas of study use the local environment, community and places of interest as much as possible.
- Areas of study are taught in the order and at the time which has been specified on the overall plan.
- Enquiry based approaches are used to deepen children's knowledge and create high levels of interest.
- Subject progression documents will be the basis for planning as will the specific skills which have been identified for each year group to secure learning expectations for agreed end points.
- Identification of key concepts that pupils must understand and being able to articulate to others to ensure they are embedded in the long-term memory.
- Formative assessment at the heart of planning to fill in gaps and correct misconceptions.
- Subject non-negotiables will ensure all subjects have clear expectations for teachers and children, therefore are valued within our curriculum structure.
- Summative judgements are made at the end of the first 4 half terms. This allows teachers and leaders to check that pupils are on track, identify gaps in knowledge for a class, group or individual and plan interventions to rectify these. Final year assessments are made at the end of June. July is used to address gaps of key concepts in readiness for the next year.
- The curriculum journey will be fully inclusive reflecting the needs of the individual and cohort.
- Quality children's literature is at the heart of the majority of areas of study
- A variety of experiences are provided for the children which are best suited to help the children remember and recall their learning
- Curriculum information and pupil achievements are shared regularly with parents through meetings and online.

EYFS Impact in Relation to Our Whole-School Expectations

Assessment: Children make progress from their individual starting points, with practitioners identifying and addressing gaps and misconceptions promptly.

Core Skills: Children develop secure foundations in communication and language, phonics, early reading, writing and mathematics, providing the foundations for future learning.

Attitude to Learning: Children demonstrate curiosity, independence, resilience, concentration and enjoyment in their learning and increasingly take responsibility for their own learning.

Progress: Children achieve well from their starting points and develop the knowledge, skills and understanding needed to be successful as they move into Year 1 and beyond.

Monitoring and evaluation is a continuous process and is carried out by class teachers, curriculum leaders, senior leaders and external moderators. Monitoring takes place in a variety of ways – observations, learning walks, conversations with pupils and teachers, collaborative planning, work scrutiny

Classroom learning & Subject Monitoring – ‘drop ins’, team teaching, observations, learning walks, pupil scrutiny & external moderation. During these monitoring visits the following areas will be reviewed to evaluate the teaching and learning experience of the children:

- Assessment
- Core Skills
- Attitude to Learning
- Progress
- Pupil voice
- Well-being / learning environment