

RAVENSCOTE JUNIOR SCHOOL

CONNECTED CURRICULUM POLICY

2024 - 2025



Date of Approval		Date of Review	
July 2024		July 2025	
Signed	Amy Wells Headteacher	Signed	Emily Gibson Chair of Governors



Ravenscote Junior School

Connected Curriculum Policy

Engage, Enrich, Excel

The 'Connected Curriculum' is underpinned by the importance of children experiencing skills across all areas of their learning. Visiting the same skills and building substantive knowledge in a variety of contexts and subject areas enables our children to learn.

At Ravenscote, we define learning as when you know more, do more and remember more.

The children, both individually and as a community, are the starting point of planning for every element of the Connected Curriculum at Ravenscote Junior School.

Our child-led and skills-based curriculum offers a broad range of subjects from Year 3 through to Year 6. We believe in bringing learning to life, both indoor and out, with an emphasis on engaging and purposeful learning.

Intent

The Connected Curriculum intends to:

- Enable children to develop knowledge, understand concepts and acquire skills, in order to be able to choose and apply these in relevant situations.
- Connect children's knowledge and skills across their learning within subjects and throughout Key Stage Two by embedding the Connected Curriculum Learning Language (see page 4).
- Have reading at the heart of learning to enable wider access to the curriculum.
- Provide a broad and balanced education for all children that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future education. This enables all children to know more, do more and remember more.
- Support children's spiritual, moral, social and cultural development whilst building individual character.
- Provide children with the tools they need in order to understand and develop their physical, social and emotional wellbeing.
- Ensure equal access to learning for all children, with high expectations for every child and appropriate levels of challenge and support through adapted learning. Adapted learning not only supports children, but ensures challenge for those with higher prior attainment and those who are gifted or talented.
- Promote a positive attitude towards learning.
- Have a high academic ambition for all children.
- Equip children with the knowledge and cultural capital they need to succeed in life.
- Develop children's independent learning skills and resilience, to equip them as life-long learners.



The Connected Curriculum

The Connected Curriculum ensures learning is effective, exciting and above all relevant for the needs of our children. Reading is at the heart of the Connected Curriculum and all children will secure firm foundations in reading, as this underpins the opportunity for excellence in other subjects. Our chosen phonics scheme is Read, Write, Inc. We use Read, Write, Inc. phonics to support early reading in Years 3 and 4 and Read, Write, Inc. Fresh Start to support our Years 5 and 6 early reading learners. Our child-led and skills-based curriculum offers a broad range of subjects from Year 3 through to Year 6. We believe in bringing learning to life, both indoor and out, with an emphasis on engaging and purposeful learning.

We place great value on developing the 'whole' child with our school values and provide an engaging programme of study in all curriculum areas.

All children have 5 maths and English lessons each week, as well as the teaching of grammar, punctuation and spelling. Grammar, punctuation and spelling (GPS) lessons are linked to their learning in writing, to allow them to apply and deepen their basic skills. Children access the wider curriculum through carefully planned topics in science; religion and world views (RAW); computing; personal, social, health education including relationships and sex education (PSHE); modern foreign language (Spanish); physical education (PE); history; geography; art and design; design and technology (DT) and music. These are all delivered as timetabled discrete lessons which connect through the skills the children learn.

Our high expectations of children begin in Year 3 and children are regularly assessed throughout the school by using nationally-recommended material (NTS assessments). These assessments are used to identify key subject areas to inform planning and focus children who need to be targeted for specific adapted learning opportunities to support them to close gaps in their learning.

All children are assessed using assessment for learning (AfL) strategies throughout every school day. This includes the use of whiteboards, interactive games and deep and meaningful questioning. We follow a Live Marking policy. Live Marking encourages reflective dialogue between teachers and children. Teachers provide immediate feedback and suggest actions that children can act upon in the lesson. Live Marking encourages feedback that is diagnostic, identifying specific areas to improve and the opportunity to do this during the lesson. Children will receive concise, personalised, regular feedback, making it easier for them to improve on their learning. During Parents' Evenings, parents are able to have a 'Book Look' at their children's learning, where they will see their children's reflections and progress in their learning. Detailed discussions around learning across the Connected Curriculum take place during our termly Parents' Evenings and within end of year reports.

Our Homework Policy describes how homework is set to provide opportunities for children to embed their school learning within the Connected Curriculum.

Speaking and listening skills are also enhanced through our English curriculum, plays and performances, and across the subjects within the curriculum. All children within Year 3 take part in phonics lessons from our Read, Write, Inc scheme which some children continue with across the key stage. Across the school, our children continue their daily diet of rigorous teaching, taking part in adapted learning groups such as handwriting, vocabulary teaching, pre-teach and 'keep up' sessions from daily lessons.

We demonstrate effective use of our school funding such as SEND funding, Sports Premium and Pupil Premium through annual subject reports and Autumn Term Governor Meetings. This ensures spending is effective and scrutiny is thorough. The SEND funding is reviewed through 'team around the child' meetings, pupil progress meetings and regular reviews of interventions and adapted learning. There is an annual review of SEND through the Inclusion report written by the Inclusion AHT.

Children with high prior attainment and those who are gifted and talented are given opportunities to explore knowledge at a great depth within the Connected Curriculum. In addition to this, we work closely with local secondary schools to provide wider curriculum enrichment opportunities such as STEM workshops, inter-primary school challenges, Design & Technology workshops, UK maths challenge and spelling bees.



This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

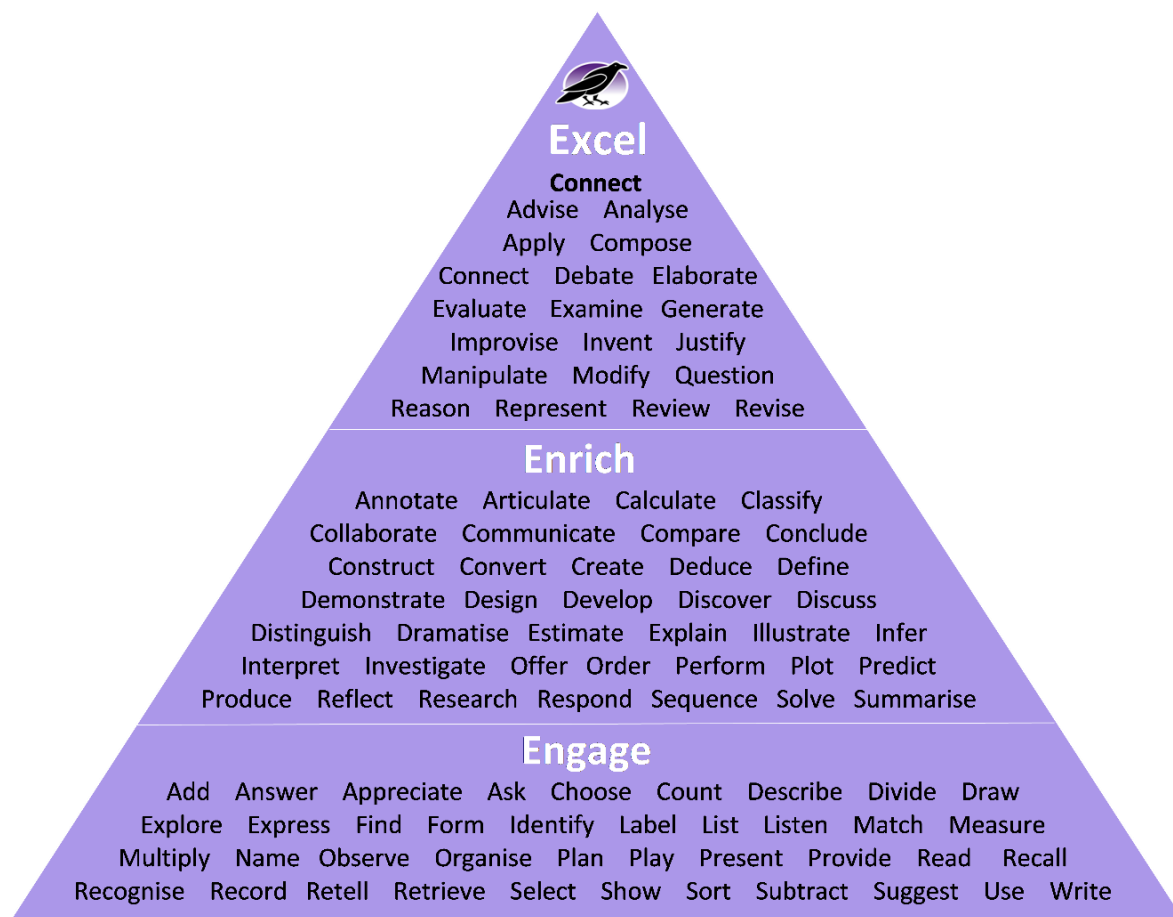
This policy complies with our funding agreement and articles of association.

Connected Curriculum Learning Language – the skills of a Ravenscote Child

The skills in the triangle below are taught throughout the Connected Curriculum. They are used within subject specific skills maps, as skills to succeed within lessons, and as a language used by school staff and children.

Weaving exposure to the Learning Language throughout the curriculum - in all subject areas and the wider curriculum - allows our children to make connections between and across their learning throughout their whole learning journey at Ravenscote.

Working in partnership with the school values of respect, responsibility, honesty, teamwork, excellence and happiness, the Learning Language ensures The Ravenscote Child leaves their Key Stage Two journey equipped with the skills and character virtues they need for future success.



The Governors will:

The governors will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets through the School Development Plan.
- The school is complying with its funding agreement by teaching a broad and balanced curriculum.
- There is enough teaching time is provided for children to cover the requirements of the funding agreement with the aim of covering the National Curriculum.
- Inclusive provision is provided for children with different abilities and needs, including children with Special Educational Needs and Disabilities (SEND), those with high prior attainment and those who are gifted and talented, those in receipt of Pupil Premium, Service Children, Young Carers, Children Looked After and Previously Children Looked After and those with, or previously with, a social worker.
- The school implements the relevant statutory assessment arrangements.
- They seek opportunities to build a comprehensive understanding of the Connected Curriculum through school (and classroom) visits, dialogue with leaders and reading and understanding subject-specific policies.

The Headteacher will:

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Advisory Committee.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements for statutory assessments.
- The governors are given opportunities to build a comprehensive understanding of the Connected Curriculum through school (and classroom) visits, dialogue with leaders and access to subject-specific policies.
- The governors are advised on whole-school targets through the School Development Plan.
- Inclusive provision is provided for children with different abilities and needs, including children with Special Educational Needs and Disabilities (SEND), those with high prior attainment and those who are gifted and talented, those in receipt of Pupil Premium, Service Children, Young Carers, Children Looked After and Previously Children Looked After and those with, or previously with, a social worker.

Teachers will:

- Ensure that the Connected Curriculum is implemented in accordance with this policy, along with the Teaching and Learning policy, subject specific policies and the Live Marking and Assessment policy.
- The Senior Leadership Team (SLT) will implement and monitor the Connected Curriculum policy through observations, learning walks, book looks and pupil progress meetings whilst taking a proactive approach to their roles.
- Subject leaders will continue to develop and monitor their subject area, ensuring National Curriculum coverage and coverage of the Connected Curriculum Learning Language – the skills of a Ravenscote



Child. They will also promote and foster a passion for their area of leadership with school staff and children.

- Meet with their SLT link. All subject leaders have an SLT link who supports them to lead their subject and holds them to account for enacting their subject action plan.

Inclusion

Teachers set high expectations for all children recognising adaptations are required for children to achieve progress within the Connected Curriculum. They will use appropriate assessment to set, create and implement ambitious inclusion targets, adjust their practice during the lesson to meet arising individual needs and deliver a curriculum which challenges all children, including:

- Children with high prior attainment and those who are gifted and/or talented
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children from Service Families
- **Looked After Children and Previously Looked After Children**
- Children with SEND
- Children with English as an Additional Language (EAL)
- Young carers
- Children who have, or have previously had, support from a social worker

Teachers recognise that children need fluency and automaticity to learn, therefore adaptations are effective and personalised to meet all children's needs, ensuring children with SEND can study every National Curriculum subject, wherever possible, and ensure that all staff understand the specific barriers children face to learning and what they need in order to thrive.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support children to take part in all areas of the Connected Curriculum.

Further information can be found in our Equality policy and Equality Objectives, as well as in our SEN policy and subject report.

Links with other policies

This policy links to the following policies and procedures:

- Art & Design policy
- Calculation policy
- Collective worship policy
- Computing policy
- Design & Technology policy
- Educational Visits policy
- English policy
- Equality and diversity policy



- Geography policy
- History policy
- Homework policy
- Live Marking & Assessment policy
- Maths policy
- MFL policy
- Music policy
- Online Safety policy
- PE policy
- Pupil Premium report
- **RSHE and PSHE policy**
- RAW policy
- Science policy
- SEND policy
- Sports Premium report
- Teaching and learning policy

