

Curriculum



Rationale

- Children have limited life experiences enabling them to develop knowledge of the wider world
- Highly diverse community
- Children lack resilience and aspiration
- Attendance
- High proportion of SEMH need
- High school mobility

Sequence of the Curriculum Content

- Progression of knowledge and skills throughout the year groups
- Cross curricular links, shared vocabulary and background knowledge to enable children's understanding of new concepts, be better in articulating their learning and make the learning stick
- Opportunities for retrieval and building on previous knowledge
- Enquiry approach is developed to engage, inspire and challenge the children.

Assessment

- Assessed knowledge and skills are detailed in the curriculum coverage progression maps for each subject, progression of skills, half-termly weekly overviews and subject-specific planning documents
- Captures children's individual response, effort and resilience
- Opportunity to evaluate and reflect on the learning throughout the lesson
- Practical and written activities, verbal tasks, quizzes, group discussions
- Outcomes recorded in children's Topic books, class floor books, and on Showbie, EvidenceMe and Socrative apps
- Subject knowledge and skills, problem-solving and critical thinking abilities are assessed in assemblies, school council's and TransformTrust's initiatives, curriculum trips and enrichment events.

How Do We Know Our Curriculum Works?

- Children come to school and attendance improves.
- Children behave well and apply the school values in school and the wider community.
- Children engage with their learning and produce good quality of work.
- Children know more and do more.

Learning Journey Intended Outcomes

- Children are equipped with powerful knowledge and skills to make connections, solve problems and think critically and creatively which will enable them to make informed choices about their future lives.
- Children aspire to aim higher, to learn more and to desire better.
- Children who are confident, resilient, physically and mentally healthy and happy.
- Children bring their values and achievements back to the community.

Enrichment and Personal Development

- RSC school – Shakespeare weeks, Shakespeare Ambassadors
- Take One Picture project from the National Gallery
- Curriculum visits
- Curriculum workshops
- Science days
- Humanity days – Remembrance, History Day, Activism Day
- British Values Assemblies
- The Great Project; Erase Racism project, DAART programme
- Aspirational days in the University of Nottingham
- Great Orchestra Experiment, Nottingham Music Hub's Area Band
- Sports events
- Wellbeing Award, Quality Mark for History, Arts Mark Platinum Award

High-Quality Texts

- Thematically linked texts during English lessons
- Reading lessons are sequenced to develop children's background knowledge.
- Children access a variety of age-appropriate and challenging texts independently, or as class reads.
- Children build understanding, knowledge, vision and vocabulary of what's been taught and put into the context of previous and current learning.

Digital

- 1:1 iPad in Year 3, 4, 5 and 6 and 1:3 in EYFS and KS1
- Access and inclusion
- Opportunities for retrieval
- Assessment evidence
- Individually tailored teaching videos and interventions
- Engagement, independence, problem-solving
- QR codes, Epic, TT Rockstars; iMovie, Showbie, MyMaths, Digimaps

Rosslyn Threads

- Rosslyn threads weave through all aspects of our curriculum
- Rosslyn Threads have been developed through an extensive work and collaboration between staff, parents and children.
- Rosslyn Threads are about what is important for our community, what we want our children to be like when they leave Rosslyn and further in their life, what we have to teach them and how we can support them to develop and be aspirational for themselves and their community.

Evidence base



Locality and Community

- Diverse coverage and representation
- Children's and community's cultural capital
- Confront stereotypes
- Commitment to the principle of equality for all children, their families and the members of the community
- Enquiries on local historical figures, geographical features, religious festivals
- Relationships with the University of Nottingham, St Peter's church, Nottingham Contemporary
- Collaborative work with local artist and authors
- Eco Warriors, Mini Police, Primary Parliament

Subject Leads and Staff Training and Support

- Primary subjects' associations memberships
- Subjects' associations training and workshops for subject leads and teachers
- TransformTrust curriculum and subject leads' network
- TransformTrust Applied and Leadership Applied
- Coaching from the trust's Associate Headteacher leading on curriculum, school's Curriculum lead and other senior leaders
- Weekly staff meetings
- Termly INSET days on curriculum planning and development
- Non-contact time to attend training, develop subject specific documents, coaching and monitoring
- Links to Ellis Guilford Secondary school

COMMUNITY



The sense of belonging, building positive relationships and feeling valued is at the core of our happiness.
We know our locality, we celebrate its diversity and we are actively involved in it.

WELLBEING



We are active, healthy and look after ourselves. We keep learning about safety, healthy relationships and to prevent racism and stereotypes.
We build our resilience and reflect on our experience. We give our time and support to the community and charity projects.
We take notice and discuss our discoveries. We connect with our family, friends and peers.

POWER



Leaders come from all backgrounds, gender and religions.
We all have the ability to do something and act in a particular way.
We all have the capacity to influence the behaviour of others or the course of events.

JOURNEYS



From invaders and settlers through pilgrimages, expeditions and personal spiritual journeys to emigration and immigration, the historic journeys in the past teach us how to be the driving force of our own journeys in the present.

OUR WORLD



We learn about the places and people across our planet and beyond and understand its wonders and global issues, in order to make the world more equitable and sustainable.

INNOVATION



We are creative and curious explorers who learn to make informed choices through art and technology.
We will be well prepared for the future we don't yet know.