



Rush Common School Professional Practice Document (“PPD”) for the Curriculum

1) Rationale

This document is a statement of the values and aims used for the development of the curriculum at Rush Common Primary School. The policy aims to take into account diversity and provide equality of opportunities for all within a changing educational landscape and Modern British Society.

2) Curriculum statement

Rush Common School offers a broad and balanced curriculum, which ensures that knowledge and skills are built progressively and coherently. The curriculum also promotes the spiritual, moral, social, cultural, mental, and physical development of children. This prepares them for the opportunities, responsibilities, and experiences of later life and provides the essential knowledge that they need to be educated citizens and lead fulfilling lives. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity, challenge and achievement.

3) Aims

Below are the core Learning Characteristics of our school, which we aim for all children to develop through our curriculum.

- Effective communicators who can speak, write, and present for different purposes and audiences, as well as being able to collaborate and work cooperatively with others.
- Critical thinkers who can solve problems, analyse texts, think logically and systematically and test out ideas.
- Creative learners who can generate original ideas by thinking from different perspectives. They can appreciate creative arts including art, music and drama.
- Knowledgeable learners who have a thirst for knowledge, know and remember more, conduct independent research and make connections across the curriculum.
- Self-aware and empathetic pupils who develop a healthy body and mind, know own strengths and areas for development, appreciate their community and different cultures and religions, as well as maintaining positive relationships with others.
- Confident learners who have the strength of character to demonstrate resilience, independence and perseverance.

Our curriculum at Rush Common School will:

- increase children’s enjoyment, enthusiasm, and motivation for learning.

- challenge children to be brave, curious and independent in their learning journey with a growth mind-set.
- ensure that each child's education has continuity and progression across all areas of the curriculum.
- enhance children's spiritual, moral, social, and cultural development in order to prepare them for the opportunities, responsibilities and experiences of later life.
- give opportunities for children to develop higher order thinking skills routed in deep questioning of peers and adults through enquiry based learning.
- enable an exciting and stimulating learning environment to be created, where all pupils are encouraged to be a 'risk takers' in order to develop their resilience.
- promote high standards in all subjects.
- enable children to be creative through art, dance, music, drama and design technology.
- enable children to be healthy individuals who appreciate the importance of a healthy lifestyle.
- be enriched by first-hand experiences e.g. trips, visitors and hands-on practical work.
- provide opportunities for children to work individually and collaboratively.
- enable children to be successful at evaluating their own learning and that of others.
- provide equality of access and be adapted to ensure opportunity for all children to make strong progress, including disadvantaged pupils and those with SEND.
- create coherent cross curricular links between subjects, as well as embedding Maths and English skills across the curriculum.
- recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.

4) Curriculum coverage and planning

The curriculum is planned very carefully by Subject Leads to ensure coverage and a coherent progression of knowledge and skills both horizontally (across the year) and vertically (across all year groups). Subject leads have also created key knowledge progressions in their subject that shows the essential knowledge that children must remember by the end of each year group. Recapping and retrieval of knowledge are also built into the delivery of the curriculum. The curriculum is regularly reviewed and adapted by Subject Leads and monitored closely by the Leadership Team.

In each term there is an overarching History or Geography topic, with many aspects of the curriculum relating to this topic. This also ensures cross curricular links can be made between subjects.

Long term planning

Each subject and year group have a long term plan, which match up exactly. These show the topics, themes and units to be covered across the year.

Medium term planning

Each subject and year group have a medium term plan, which match up exactly. These documents outline specific objectives to be taught within each subject of the curriculum.

Weekly planning

This breaks down the medium-term objectives for all subjects into adapted activities to meet the needs of all pupils.

We pride ourselves on the innovative and creative methods that all teachers employ during the planning process to ensure that all learning is fun, challenging and adapted for all.

5) Early Years Foundation Stage

The purpose of EYFS is to give every child the best start in life because it is firmly recognised how much early experiences impact on children's future chances. Clear emphasis is given to children learning actively, through play and interactions (with both peers and adults) and that their learning should take place inside and outside.

The curriculum is based on the seven areas of Learning and Development as outlined in the Early Years Foundation Stage Framework. The prime areas begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning

The Prime Areas:

- Personal, Social and Emotional development
- Communication and Language
- Physical Development

The Specific Areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and design

It is our aim that, relative to their starting points, the majority of children will successfully achieve the Early Learning Goals by the end of their time in Reception. However, we recognise that some children will still be working towards the goals when they enter Year 1. Clear links and arrangements between Reception and Year 1 staff ensure that children continue to have access to an appropriate curriculum.

6) Curriculum Enrichment

At Rush Common School we believe that the academic life of our pupils and staff should include much more than what happens in the mainstream curriculum. We offer a wide range of experiences and challenges that enrich our curriculum. This is to ensure that our pupils are inspired to learn outside of the classroom and develop the skills, attitudes and characteristics required for the world beyond their primary education. All children at Rush Common School have access to a wide range of after school and in school clubs that enrich and enhance their learning across the curriculum. Furthermore, each year group aims to plan a variety of trips over the course of the academic year to extend pupils learning and experiences of a Modern British Society. Subject Leads will also develop activities that provide whole school enrichment and collaborative working across year groups. Enrichment events are shared with parents through our website and our fortnightly newsletters.

7) Pupil voice in the curriculum

Pupil voice enables leaders to understand the impact of the curriculum on children, including disadvantaged children and those with SEND. It is important to understand how well the curriculum is ensuring all groups of children develop and build knowledge over time. Therefore, Subject Leads ask selected pupils about the knowledge they have acquired and use this to inform curriculum review.

8) Inclusion

All children have equal access to the curriculum and are treated fairly, regardless of race, religion, or abilities; diversity within school is celebrated. Planning also takes into account the needs of all groups of learners, including disadvantaged pupils, those with SEND, EAL and the highest and lowest attainers. Teachers will make individual adaptations to the curriculum to meet the needs of all children and remove barriers to learning.

9) Monitoring and Review

The monitoring and review of our curriculum is conducted at regular intervals across the academic year. This is a collaborative process between class teachers and Subject Leads and includes evidence collected from monitoring and pupil voice. Subject Leads scrutinise planning, carry out classroom observations, gather pupil voice and liaise with class teachers to ensure teaching and learning is of the highest quality and all groups of learners are achieving their full potential.

10) Review of this PPD

The Leadership Team reviews the PPD every 3 years. It may however review the PPD earlier, if required.

Approved by the Leadership Team February 2026

Signed: *Kristen Fawcett* Headteacher

Review Date: February 2029