

# Ridgmont Lower School

## The National Curriculum

In line with the National Curriculum we aim to provide a broad, balanced and relevant curriculum for the children at this school. English, Mathematics, Science, ICT and R.E. are known as the core subjects and form the basis of the curriculum, along with History, Geography, Technology, Art, Music, P.E. and Personal, Social, Health and Citizenship Education which are known as the foundation subjects.

The curriculum for the foundation stage should underpin all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional development
- Language, literacy and communication
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

The Early Learning Goals establish expectations for most children to reach by the end of the foundation stage and progress in Class 1 is measured using the Foundation Stage Profile.

Across the school individual subjects are organised into a two-year rolling programme. A variety of teaching styles are employed with class, group and individual learning all forming part of our programme. Work is differentiated to cater for all ability levels.

In addition to the National Curriculum children in Classes 2 and 3 are given the opportunity to learn conversational French.

## Assessment

Methods of assessing pupil progress include both continuous Teacher assessment and more formal testing.

Class 1 - The Foundation Stage Profile is a long-term observational record of the milestones achieved by our youngest children. This is a National Assessment undertaken by all children in their Reception Year.

Year 1 - Although there are no statutory tests in place for this year group we do carry out summative tests in English and Mathematics at the end of this year to assist with the target setting process.

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Year 2 - At the end of Year 2 national SATS are administered and optional national tests are implemented at the end of Years 3 and 4. All relevant information is collated for transfer to Middle school so that continuity can be preserved. Teacher assessment is reported to Borough Hall.

We review our curriculum and other school issues annually and plan for the future through our School Improvement Plan.

Sing Quest Festival  
2009



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## English

Language and Literacy skills are acquired through the interaction of listening, speaking, reading and writing. This is supported by drama activities, experiencing visitors in school, visits elsewhere and 'Celebration Assemblies.' We also aim to develop these skills through the enjoyment of books, plays, writing for a range of purposes and by learning to be responsive listeners.

The new framework for Literacy is implemented throughout the school and a series of additional programmes, including the Sounds Write phonic approach to spelling, reading and writing, are in place. This enables all of our children to develop a rounded knowledge of all aspects of literacy.

A home/school reading diary is supplied for parents to record reading scheme books which are read with their children and to record any comments they may wish to make. We encourage parents to read with their children daily. We have a variety of scheme and non-scheme books, both fiction and non-fiction, available in the Library and in the classrooms.

As soon as children begin school they are able to experience the School Library, where they are all allocated time to develop library skills. Plastic library book carriers are encouraged for transporting their chosen library books to and from school to be purchased by parents for a small charge. Currently the charge is 50p.

## Mathematics

The new Framework for teaching Numeracy is in place at Ridgmont. Emphasis is put on developing children's mental facility with numbers and encourages them to draw on a range of calculation strategies and discuss how they have arrived at an answer. The new framework for Numeracy also covers the areas of Shape and Space, Measure and Data Handling.

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## Science

We aim to develop scientific concepts and skills through a curriculum which encourages lively and enquiring observation, investigation and interpretation of first hand experiences.

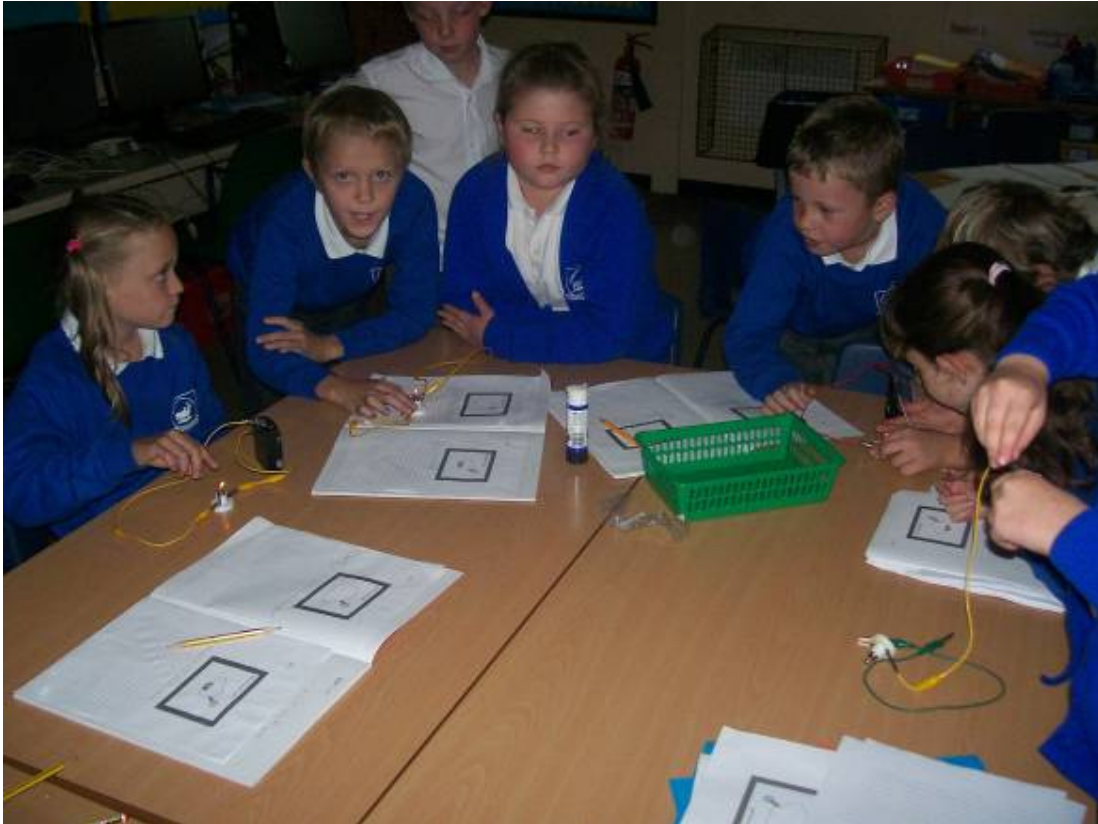
In the Foundation Stage children explore their knowledge and understanding of the world. In KS1 and KS2 scientific enquiry is taught in the context of life processes and living things, materials and their properties and physical processes. Using scientific enquiry children are taught to plan investigations, obtain and present evidence, consider and evaluate evidence and communicate their ideas whilst developing an understanding of health and safety issues.

The school is guided by QCA units of work and the Bedfordshire Scheme for Science when planning the Science curriculum.



Bug Hunt

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Making Electrical Circuits

## **Information and Communication Technology**

Ridgmont has an excellent pupil/computer ratio within each classroom which are all connected to the internet. We also have a mobile laptop trolley containing ten laptops which allows access to the internet via wireless connection and can be used throughout the school in any area.

The school has an ICT technician who ensures that the ICT equipment is up and running.

We have interactive whiteboards in all of our classrooms and children use ICT for a number of different purposes, including e-mail. The ICT curriculum includes word processing, graphics packages and investigation of real and imaginary situations. ICT is also used to find information, use control technology and data handling. The school has its network linked to the Global Learning system.

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## **Religious Education**

Through weekly lessons the children learn to consider a whole range of issues and religious locations. From Year One children follow the Bedfordshire Agreed Syllabus. The close links with the local parish church serve as a valuable resource and the children often visit the church to study the building and to take part in services.

## **Collective Worship**

Each day the school meets for an assembly. This is mainly Christian in nature and local clergy visit regularly to lead assemblies. Our Assembly times are also used to deliver part of the PSHCE curriculum. Parents may exercise their legal right to remove their child from assembly or R.E. owing to their personal beliefs. If you have any concerns about Collective Worship or the R.E. curriculum please discuss your concerns with the Headteacher.

## **History**

Through History children learn about the recent and distant past and they are encouraged to consider similarities and differences between their own lives and those of people in times gone by.

As their understanding develops children learn about World War II, Invaders and Settlers from Romans through to Normans. Children also study local history and are encouraged to form judgements about the reliability and value of historical evidence.

## **Geography**

The School aims to give a broad programme of geography both in the classroom and through practical experience wherever possible. Investigation work enables pupils to observe, question and record, and to communicate ideas and information.

Children are taught geographical skills through looking at different types of maps and studying their own locality. They are taught to observe and record changes in the weather, draw maps and plans and offer suggestions for improvements and ways of caring for the environment.

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## Technology

In Design Technology the children work with a wide variety of materials and are taught to use tools safely. They practise their skills through focused tasks which are then applied in a design, made and evaluated.

We have a fully equipped food trolley to enable food technology lessons to take place in a clean and safe environment.



Ground Force Team