



ROWLATTS MEAD

PRIMARY ACADEMY



RMPA
CURRICULUM

Curriculum Intent for Rowlatts Mead Primary Academy:

At Rowlatts, we are passionate about creating a dynamic and stimulating learning environment that sparks curiosity, encourages creativity, and provides a deep, knowledge-rich education. Our curriculum is designed to ensure that every child is immersed in meaningful learning experiences that not only engage them but also promote deep understanding and mastery of essential knowledge.

We believe that learning should be an exciting adventure where children are active participants in their education, exploring, discovering, and making connections across subjects. Our curriculum goes beyond the basics, offering a rich tapestry of experiences that weave together academic knowledge, creativity, and real-world applications. Whether through imaginative role-play, hands-on scientific exploration, or engaging with art and history, we ensure that our learners see the relevance and joy of what they study.

A core feature of our curriculum is the deliberate focus on **retrieval and recollection**. We understand that knowledge isn't just something to be acquired, but something to be remembered, revisited, and applied. To support this, we provide regular opportunities for students to practice recalling prior learning in varied contexts, using strategies such as spaced repetition, quizzes, and interactive activities. This helps strengthen long-term memory and ensures that key concepts are firmly embedded, enabling students to make meaningful connections and build upon their knowledge over time.

Our approach is both challenging and inclusive, designed to meet the needs of every child. We recognise that each child learns at their own pace, and we provide tailored support to ensure all learners are challenged, supported, and empowered to achieve their best. Through a rich blend of collaborative projects, individual tasks, and cross-curricular themes, children develop not only knowledge but also critical thinking, problem-solving, and creativity—skills that are vital for success in the modern world.

The immersive nature of our curriculum encourages children to be curious and independent learners, while also developing a sense of responsibility for their own learning journey. By embedding creativity, critical thinking, and real-world connections into our lessons, we ensure that our students don't just memorise facts—they understand them, enjoy them, and are able to apply them in a wide range of contexts.

Ultimately, our aim is to nurture confident, compassionate, and capable individuals who leave primary school with a deep love of learning, a broad knowledge base, and the skills they need to thrive in future academic pursuits and beyond. We want our students to see learning as a lifelong adventure, one where they are excited to build upon what they already know, explore new ideas, and use their growing knowledge to contribute to the world around them.

A photograph of two young boys sitting at a wooden table, smiling and playing with small toys. The boy on the left has light brown hair and is wearing a blue shirt. The boy on the right has dark hair and is wearing a dark blue sweater over a white collared shirt. They are both holding small, colorful toys. The background is slightly blurred, showing other people and a yellow object. A green geometric shape is overlaid on the left side of the image.

TMET Primary Curriculum Intent

Together we make a positive difference

TMET Primary Curriculum Intent

“We will provide all of our children with a *broad, relevant* and *enriched* curriculum so that they have the *character* to make a *positive* contribution to our society and are *knowledgeable, skilled and ready* for the next phase of their education.”

The TMET 7Cs underpin all trust activities and decisions and are enacted through the curriculum in each of our academies.

- Challenge:** an ambitious curriculum which gives pupils access to rich, challenging knowledge, concepts and materials no matter what their starting points or characteristics.
- Collaboration:** teachers and leaders collaborate to curate the best content and pedagogical approaches; pupils collaborate to deepen learning and develop social and communication skills.
- Culture:** a curriculum which actively builds the cultural capital of our pupils so that they can be enriched and empowered.
- Community:** a broad curriculum which teaches about tolerance and an appreciation of diversity, equipping students to be active citizens who contribute positively to society, steeped in British values.
- Courage:** pupils are encouraged to persevere and show courage in the face of learning challenges which result from a broad and demanding curriculum; and to make informed choices with confidence, compassion and integrity.
- Creativity:** pupils are taught to think creatively from a foundation of rich knowledge; via a wide variety of learning experiences to stimulate innovation and creative expression.
- Character:** opportunities abound for character development through an ambitious wider curriculum offer designed to develop positive personal traits, dispositions and virtues such as kindness and care for others.

Knowledgeable and skilled	Enriched
• Explicit teaching of early reading, writing and maths skills; particular focus and time will be placed upon the teaching of phonics, handwriting, grammar, number facts, arithmetic and times tables • Embedding and revisiting of core approaches; synthetic phonics, daily calculations, cursive handwriting, etc. • Vulnerability index will be undertaken at the beginning of the Autumn term, to identify direct and bespoke provision through RAG Sheets • Oracy opportunities will remain a main driver of our approach across the curriculum. Modelled language and vocabulary through working walls/speaking opportunities to promote speech and overcome language deficits observed previously. We will work closely with Voice 21 consultants to tailor our approach. • Utilize novel rich immersive curriculum to enable children to make links between their learning and the wider world; building effectively on prior knowledge • Develop approach of revisiting concepts within mathematics and use Assessment for Learning to adjust pitch and ensure conceptual understanding of concepts in order to build upon prior learning • Careful consideration to the sequencing and progression of content throughout and across year groups to enable children to remember more. • Through employment and deployment of additional Teaching Assistants, we will support children to be strong readers to enable them to access the wider curriculum with confidence and Academic Coaching • Ensure pitch and challenge is appropriate through regular assessment, feedback and planning • Ensure curriculum design and timetabling is inclusive of the Equality of Opportunity policy and ensure pupils with SEND or disabilities have full accessibility through the tailoring and adapting of provision	• Promotion and timetabled use of well stocked library • Celebration events for cultural and religious holidays, allowing pupils to share their own knowledge and experience with their peers and pupils from other schools (Diwali, Eid, Navaratri, Christmas, Holi) • In school, heavily subsidised, enrichment opportunities to be provided for all children throughout their connected curriculum. • Specialised PE provision to promote healthy lifestyles and physical activity in order to reduce likelihood of pupils developing health complications that are more prevalent amongst the BAME community and our children's demographic i.e. 3 times more likely to develop Type 2 diabetes. • Ensure curriculum design and timetabling promotes physical, emotional and personal health • Opportunities to partake in performances to promote cultural capital and identity: assemblies - sense of connection, similarities, and celebration • Launch & Landing Days to promote intrigue, curiosity and a love of learning, building in enterprise opportunities to promote civic duty • Enhanced extra-curricular opportunities which are open to all pupils and look to remove barriers to attendance

Character and positive contribution	Ready for their next phase (for Reception, for KS1, for KS2, for KS3)
• Foster approach of Character Education and the 6Rs to equip children with the characteristics to meet present needs whilst instilling skills and attributes to enhance coping mechanisms and resilience to live a happy, healthy and successful life. • PSHE will remain woven throughout our curriculum and feature more broadly and explicitly to address local concerns and pressures • Our positive behaviour policy and procedures will continue to promote personal responsibility and the principles of restorative justice. Trauma Informed Practice approaches will further support the development of positive relationships. • Increasing connectedness and promoting identity: essential in increasing positivity and togetherness through circle time, class charters, etc. • Access to our Inclusion & Wellbeing Advocate and specialist interventions; Girls Group, Family support worker • Attendance initiatives and interventions will assist pupils and families in understanding and valuing the connection between attendance and education • Whole school assemblies will focus upon character, community, heritage, British Values and Equality (Equality Act 2010) • Pupil voice will be promoted to articulate, debate and express emotions, ideas and experiences (PLT, Voice 21, collective worship, etc.) • Empowering pupils to take pride in, and celebrate, successes • Taking account of our demographic aspirations, support parents in appropriately challenging children to strive to be their best, utilising fun, educational and motivational resources with competitive elements • Facilitate pupils to manage emotions, value relationships and enhance thinking skills to overcome challenges brought about by the lockdown • Inclusive, equality driven approach removes barriers to learning and enables all pupils to flourish (Adaptive Teaching) • Pupils are taught how to keep themselves safe in various settings (online, at home, at school) with confidence through our RSE and PSHE • Teaching and learning is underpinned by metacognitive strategies to enable pupils to become increasingly confident at self-regulating and becoming intrinsically motivated	• Clarity of routines and systems promotes safety and familiarity: Hand washing – hygiene safety, familiar adults – connectivity, worry boxes – ability to express a concern. In addition, school staff will use their understanding and knowledge of children to identify, observe and intervene for children who do not verbalise concerns. • School uniform allows all pupils to develop a sense of belonging to the school community and promotes connectivity – the school actively seeks to remove barriers and provide uniform for those in need • Academy wide events and celebrations promotes connectivity and selfworth using these as opportunities to address inequalities or narrow views within the community. • Strong parent/carer relationships and regular communication via discussions, phone calls and emails prior to and after the summer allow for concerns and worries to be aired and addressed prior to the new year • Established email address, Twitter and BROMCOM allow for clear communication and sharing of important messages, including translation into home languages • The building of life-long skills and citizenship helps to prepare pupils for later stages of their education and position in society • Dedicated time for transition, mental health and PSHE at the beginning of the year helps to promote a nurturing and holistic offer • Sensory/learning breaks utilized to prevent - communication overload • Purposeful and explicit discussion about the familiar- same desk, workstations so the unfamiliar becomes familiar- clear expectations • Establish and promote good routines (healthy eating, sleeping patterns, hygiene, positive choices) to support parenting capacity and those pupils who have become dysregulated across holidays.