

## ODST Statutory Curriculum Policy Guidance

*The Oxford Diocesan Schools Trust (ODST) expects its schools to develop a curriculum underpinned by the National Curriculum, enhancing this with opportunities to make learning exciting and in a meaningful context for children both in and outside the classroom. Where commonality exists between subjects and aspects, learning may be linked and where this is not achievable, subjects may be taught discretely.*

*ODST places a strong emphasis on the development of the basic skills necessary to be confident independent learners and successful adults. This will help to develop a strong sense of moral purpose in addition to a respect and understanding of people who have different characteristics to themselves, whether that be faith, age, disability, gender, race or sexuality. A rigorous, well planned curriculum, delivered in an ethos of care, love and support will enable our pupils to be well rounded, empathetic young people who have a thirst for learning and respect for all around them.*

*Religious Education is delivered through the Locally Agreed Syllabus.*

### **II INTRODUCTION**

In September 2014, the Primary National Curriculum underwent some significant changes. This has provided our schools with an excellent opportunity to review and refresh their curricular offerings to the children in our schools to ensure that not only are the core skills and knowledge in English, Maths and Science covered, but also that the changes to other curriculum areas, are reflected in a broad and balanced approach to teaching the skills in the humanities, the arts and in physical and technological skills.

This statement is not a statement of prescribed curriculum design or the teaching style to be used which is a devolved responsibility of the local governing body. It is however a reminder of the statutory and advisory content of the curriculum decisions devolved to LGBs and the intention of trustees in so doing.

### **III OBJECTIVES**

**This statement aims to:**

- offer a curriculum which is balanced and broadly based and which;
- encompass all learning and other experiences that each school plans for its pupils with the national curriculum will form one part of the school's curriculum;
- promotes the spiritual, moral, social, cultural, mental and physical development of pupils in the school and;
- prepares pupils for life as effective citizens with British values and able to respond positively to the opportunities and challenges of a rapidly changing world;
- place pupils at its heart, putting their interests above those of the institution;
- have a curriculum that is fit for purpose, offering differentiation and personalisation;
- be a centre of excellence in learning and teaching;
- achieve and then exceed national standards in achievement, attainment and progression for all pupils;
- be committed to excellence and continuous improvement;
- nurture the talents of all and celebrate success;
- work with other schools and settings to ease transition;

- involve the community, parents & carers.

#### IV SCOPE

- Governing Body ✓
- Teaching Staff ✓
- Headteacher ✓
- Support staff ✓
- All School Staff ✓
- Pupils □
- Central Office Staff □
- Contractors/ Service Providers □
- Users of the school site and buildings □

#### V RELEVANT LEGISLATION

- National curriculum in England: primary curriculum (May 2015 - Statutory guidance)
- National curriculum in England: English programmes of study (July 2014 - Statutory guidance)
- National curriculum in England: mathematics programmes of study (July 2014 Statutory guidance)
- National curriculum in England: science programmes of study (May 2015 - Statutory guidance)
- National curriculum in England: art and design programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: citizenship programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: computing programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: design and technology programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: geography programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: history programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: languages programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: music programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: PE programmes of study (September 2013 - Statutory guidance)
- Sex and relationship education<sup>1</sup> (July 2000 - DfE statutory guidance)
- Education Act 2002 (Section 78)

#### VI RELATED POLICIES

- ODST Relationships and Sex Education Policy
- ODST RE Policy

#### VII RELATED DOCUMENTS

#### VIII DATE OF REVIEW

The policy will be reviewed as required by the Board of Directors of ODST to take account of any legislative changes and / or national policy development as well as feedback from ODST staff and schools and in any event, by 31 July 2018 at the latest.

#### IX GENERAL PRINCIPLES

##### Definitions

- Where the term “relevant body” has been used this refers to the Board of Directors of ODST;
- Unless indicated otherwise, all references to “school” include both schools and academies;
- Unless indicated otherwise, all references to “teacher” include the headteacher;

<sup>1</sup> [Sex and Relationship Education Guidance](#) (2000)

- Unless indicated otherwise, all references to 'staff' include teaching and support staff.

## **X DELEGATION**

The relevant body has chosen to delegate its functions to local governing bodies and headteachers as set out in this policy.

## **XI MONITORING & EVALUATION**

The Local Governing Body and headteacher will monitor the operation and effectiveness of the school's curriculum policies with a regard to the relevant body's statement Policy and deal with any queries relating to it. The relevant body, through the ethos committee, will monitor any concerns or complaints raised in relation to the policy on an annual basis.

## ODST Statutory Curriculum Policy Guidance

The Oxford Diocesan Schools Trust (ODST) promotes and encourages its member schools through its Local Governing Bodies (LGB) to provide compelling learning environments at the heart of all its learning communities. They promote care and respect and expect high standards in all aspects of school life. Each school's curriculum will offer a spiritual and moral basis for the development of each pupil's potential and a sure foundation for personal and social values based on the individual. It will provide a distinctive language for understanding life in all its fullness and interpreting human experience.

Our aim is to meet the needs of children and young people in our schools preparing them for the next phase in their education as part of becoming valuable and productive members of society and prepare them for their future life in the 21st century. Providing an education which

*... stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others*

*The Way Ahead 2012*

The trustees have devolved responsibility to individual LGBs to design and agree curriculum policies and statements which match the distinct needs of the schools within ODST. In so doing, trustees expect LGBs to have regard to the National Curriculum documents<sup>2</sup> and other curriculum guidance<sup>3</sup> issued by the Department for Education. Trustees will, from time to time, issue guidance on a range of curriculum areas which it would expect its schools to follow when setting policy.

The educational vision and curriculum design for ODST recognises that:

- For children starting in an ODST school today, the world of 2025, when they leave education, will be very different to the world of today;
- the pace of change is increasing, hence the importance for flexibility;
- young people have, and will have increasingly, greater access to information and learning material independently of school;
- each school is a unique place with local needs and differences to which a centralised curriculum policy would be ill- matched to those demands;
- the current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life;
- curriculum delivery may involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

ODST's curriculum statement is based on the following aims, to:

- offer a curriculum which is balanced and broadly based and which;
- encompass all learning and other experiences that each school plans for its pupils with the national curriculum will form one part of the school's curriculum;
- promote the spiritual, moral, cultural<sup>4</sup>, mental and physical development of pupils
- at our schools and of society;
- prepares pupils for life as effective citizens with British values and able to respond positively to the opportunities and challenges of a rapidly changing world;
- place pupils at its heart, putting their interests above those of the institution;

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<sup>2</sup> <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

<sup>3</sup> <https://www.gov.uk/early-years-foundation-stage>

<sup>4</sup> [Cultural Education - A summary of programmes and opportunities](#) (2013)

- have a curriculum that is fit for purpose, offering differentiation and personalisation;
- be a centre of excellence in learning and teaching;
- achieve and then exceed national standards in achievement, attainment and progression for all pupils;
- be committed to excellence and continuous improvement;
- nurture the talents of all and celebrate success;
- work with other schools and settings to ease transition;
- deliver effective sex and relationship education, essential for young people to make responsible and well informed decisions about their lives
- involve the community, parents & carers.

## Curriculum

### 1. Curriculum aims

1.1 The curriculum should inspire and challenge all learners and prepare them for the future. The Trust's aim is to develop a coherent curriculum that builds on pupils' experiences in earlier phases and help all pupils to become successful learners, confident individuals and responsible citizens.

1.2 Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress;
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers;
- have and be able to use high quality personal, learning and thinking skills and become independent learners;
- have and be able to use high quality literacy, numeracy and ICT skills;
- be challenged and stretched to achieve their potential;
- respect and understand their physical, emotional and moral development
- value their learning outside of the curriculum and relate to the taught curriculum.

### 2. The curriculum outcomes

2.1 Schools, as part of ODST, will design curricula which will:

- fulfil statutory requirements;
- enable pupils to fulfil their potential;
- meet the needs of all pupils and groups of all abilities in our schools;
- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines;
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills;
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence;
- ensure continuity and progression within each school and between phases of education, increasing pupils' choice during their school life;
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities;
- help pupils to use language and number effectively;
- help pupils develop personal moral values, respect for religious values, tolerance of other races' beliefs, ways of life and fundamental British Values;
- develop the skills and understanding pupils need to live confident, healthy and independent lives
- help pupils understand the world in which they live;
- develop a specific curriculum for Early Years and Foundation Stage pupil which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of pupils.

### 3. Roles and responsibilities

3.1 On behalf of the trustees of ODST, each school and its LGB will ensure that:

- all statutory elements of the curriculum, and those subjects which the LGB chooses to offer, have aims and objectives which reflect the aims of the Trust and indicate how the needs of groups of pupils will be met. This will include how the subject will be taught and assessed;
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually;
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum;
- the procedures for assessment meet all statutory requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve;
- the LGB is fully involved in decision making processes that relate to the breadth and balance of the curriculum;
- the LGB is involved with the leadership team in each school in setting targets with the Trust in order to make informed evaluations on the overall effectiveness of the school and its provision.

3.2 The LGB will ensure that it:

- considers the advice of ODST and the headteacher when approving its curriculum policies and when setting statutory and non-statutory targets;
- regularly monitor progress towards annual targets and the outcomes for pupils across the school;
- contributes to decision making about the curriculum;
- Ensure, on behalf of trustees, that the school's curriculum fulfils all statutory elements and content.

3.4 School leaders will ensure that:

- they have an oversight of curriculum structure and delivery within their school, phase or subject;
- provide detailed and up-to-date schemes of learning to support the delivery of subjects and aspects of learning within their school which are monitored and reviewed on a regular basis;
- such schemes of learning will be designed using a school standard format and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources;
- schemes of learning encourage progression at least in line with national standards;
- levels of attainment and rates of progress are regularly discussed with leaders, managers, trustees and governors on a regular basis and that action are taken where necessary to improve these;
- long term planning is in place for all subjects and aspects of learning
- there is consistency in terms of curriculum delivery across each member school. Schemes of learning should be in place and be used by all staff delivering a particular subject or phase of learning;
- assessment is appropriate to the subject and the pupils following particular areas of learning. There should be consistency of approach towards assessment which will be recorded in the Trust tracking procedures using Target Tracker;
- schools share best practice with other colleagues in terms of curriculum design and delivery;
- CPD needs are reviewed with regard to curriculum planning and delivery within their area of responsibility.

3.5 Teaching staff and learning support staff will:

- ensure that the LGB's curriculum is implemented in accordance with this policy;
- keep up to date with developments in the subjects the school teaches;

- have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils;
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum;
- participate in professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them;
- work in partnership with other schools and settings to provide an appropriate range of curriculum opportunities.

### 3.6 Pupils will:

- be treated as partners in their learning, contributing to the design of the curriculum;
- have their individual needs addressed, both within ODST schools and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge;
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

### 3.7 Parents and carers will:

- be informed about their children's learning;
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives;
- be informed about the curriculum on offer through newsletters and details on the school's website.

## 4. Monitoring, evaluation and review

### 4.1 The governing body will receive regular reports from the Headteacher on:

- the termly outcomes in the core subjects<sup>5</sup> compared with national and local benchmarks for each year group focused on the progress current pupils are making;
- progress towards meeting targets across each phase;
- the outcomes achieved at the end of each key stage taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks;
- the number of pupils for whom the curriculum was disapplied and the arrangements which were made;
- report to trustees when required, to account for their stewardship of the school's curriculum and its impact on learning and outcomes for pupils and young people using it.

### 4.2 The ODST Curriculum Policy will be reviewed by trustees every three years and on or before the following date: July 2019.

This policy will be adopted by the Local Governing Body of each academy at its first meeting of the academic year 2016/17 and every three years thereafter.

The policy will be promoted and implemented throughout ODST.

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<sup>5</sup> Reading, Writing, Mathematics and Science

# North Hinksey C E Primary School



## Curriculum Policy

### Values

We are a Church of England School and all our work is underpinned by core Christian values of faith, hope and love.

### Vision

To provide a high quality, holistic education, enabling everyone to flourish and achieve through developing their intellectual, spiritual, physical and emotional wellbeing.

### Aims

Create a safe, enjoyable and nurturing learning environment  
Provide outstanding pastoral care for everyone  
Value, encourage and equip every member of the school team in their respective roles  
Create a culture of high expectations through all areas of school life  
Create a motivating learning environment through inspirational teaching  
Support all children to engage fully in their own learning and promote a love of learning  
Encourage each child to develop self-confidence, practise care and respect for others  
Welcome difference and celebrate all that we can learn from each other

### Curriculum and Personal Development Intent Statement (written September 2019)

Our School's vision (to provide a high quality, holistic education, enabling everyone to flourish and achieve through developing their intellectual, spiritual, physical and emotional wellbeing) underpins the curriculum and experiences we offer to our children. The school values of Faith, Hope and Love underpin the school's vision and we aim to support every child to flourish and achieve and to be the best they can be in an environment of love for all.

We consistently provide a wide range of trips, visitors and experiences to enhance the learning experiences. Our provision of overnight stays and residentials is key to building resilience and we commit to Year 2 and 3 staying overnight at school every other year, Year 4 one overnight stay in a suitable museum or residential facility, Year 5 two night stay at a working farm and Year 6 four night stay at a centre offering a range of outdoor challenges.

The focus on learning is developed through our unique OTTER learners (Ourselves, Try, Think, Enquire, Risks). We have identified the importance for our children to be excited and engaged in their learning, be exposed to experiences that push them out of their comfort zone and develop resilience. We strive to provide a wide range of cultural and social learning and experiences to prepare our children for future life. Alongside this, we place great importance on identifying children who need additional nurture support and provide this through nurture groups, one to one support and good communication with parents.



With highly skilled staff, children are encouraged to be proud of their achievements, take on personal challenges, represent the school at events both in and out of school, celebrate their uniqueness and accept and respect the differences between us all.

Children leave our school with confidence in their own abilities and a strong sense of their own unique character, well-prepared for future life.

### **Curriculum Implementation**

We offer a broad and engaging curriculum. Learning is focused on the core subjects of English and Maths in the mornings with afternoons given to all other subjects including Science, Art, Design and Technology, Physical Education, Personal Social Health Education, Computing, History, Geography and Religious Education. French is taught in Years 3 to 6. For most of these subjects, a topic based approach is utilised each term to make links between the curriculum subjects. Topics are wide ranging and are adapted to each cohort to ensure engaging learning experiences. A consistent approach to tracking the topics, skills and knowledge taught each year, using the National Curriculum objectives, ensures appropriate information is passed onto the next teacher of each cohort, ensuring learning builds on prior learning and experiences.

Teachers take on the role of curriculum leads and monitor the implementation and impact of their subject area each term through planning monitoring, learning walks, discussions with children and work scrutiny.

## Reception

We believe the first year of school plays a vital role in developing children’s attitude to learning, independence skills and understanding of how to be a good citizen at North Hinksey. We have identified the following areas as our vision for the Reception year.

What should children leave Reception being able to do?	What does it look like for children in Reception?	What do staff do to support/develop this?
Be excited about learning.	<ul style="list-style-type: none"> <li>• Self led learning.</li> <li>• Asking questions and seeking answers.</li> <li>• Active listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan around children’s interests and introduce new and engaging ideas.</li> <li>• Value contributions from children and parents.</li> <li>• Use open-ended resources that children can use to develop their own learning.</li> <li>• Have a flexible approach to whole class teaching to maintain high levels of engagement.</li> <li>• Ensure children engage with a wide range of resources and set groupings to support this.</li> <li>• Focus on a smooth transition to Year 1 to ensure the learning journey continues.</li> </ul>
Be independent.	<ul style="list-style-type: none"> <li>• Able to self-care.</li> <li>• Quickly engaging with resources/activities.</li> <li>• Making up own activities.</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations from the start, e.g. full day at school, PE from Term 1, saying goodbye to parents in canopy, using cutlery at lunch, encouraging self-care.</li> <li>• Flexible use of equipment to allow for appropriate resourcing and purposeful child initiated learning.</li> </ul>
Have the skills to be a good school citizen.	<ul style="list-style-type: none"> <li>• Following school behaviour expectations.</li> <li>• Working together as a team.</li> <li>• Sharing equipment.</li> <li>• Taking turns.</li> <li>• Looking after each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow school Behaviour Policy.</li> <li>• Respect each child as a unique person.</li> <li>• Support, encourage, model and praise good behaviour, team-work, sharing, turn-taking and looking after each other.</li> <li>• Attending collective worship and whole school events as appropriate.</li> <li>• Set up buddies with another class from Term 1.</li> </ul>

We use Development Matters to guide the planning of learning experiences in Reception, focusing on Early Learning Goals from the start of Term 4.

## Curriculum Subjects

### English

#### **Intent**

All children become confident readers and writers with a love of texts in a text rich environment. They achieve well, creating outcomes which they are proud of based on quality texts, explicitly taught grammar and spelling, drama and drafting. Children enjoy reading and read regularly for pleasure. Children can read age appropriate books fluently and confidently and are able to discuss these orally and in writing. Children take risks in reading by trying new genres and trying new styles of writing.

To enable children to flourish in their writing, we teach in an engaging way using quality literature. We use gender neutral teaching strategies which allow all children to meet their potential. Use of talk and storytelling is integral to our teaching, as is the explicit teaching of grammar appropriate to genre and year group. Children are exposed to texts from different cultures to teach them about people other themselves. Children become resilient writers through practise, drafting and learning from their mistakes.

Equally, we teach reading through a carousel using quality texts. We encourage a love of reading through competitions, our reading areas and dens and regular story time. Author and poet visits complement our practise. Early building blocks of phonics are taught using the Read Write Inc scheme.

#### **Implementation**

##### Reading

###### Established practice

EYFS	KS1	KS2
Daily phonics in groups- regrouped every 6 weeks Books changed 2 x a week Appealing reading area in class Banded reading books and RWI books Reading with volunteers weekly Daily story time from class teacher Helicopter stories regularly Author visits and book readings. Whole School Reading competitions	Daily phonics in groups, for those on the phonics scheme- regrouped every 6 weeks Daily carousel Books changed 2 x a week Time in the reading den weekly Appealing reading area in each class Banded reading books and RWI books Daily story time from class teacher Phonics and 1:1 reading interventions by TAs Author visits and book readings. Whole School Reading competitions Recording reading as 'bookshelves' for certificates Weekly spelling homework	Weekly carousel with each child reading with an adult Weekly comprehension practise Time in the reading den weekly Regular story time Appealing reading area in each class Reading interventions where needed Author visits and book readings. Whole School Reading competitions Recording reading as 'bookshelves' for certificates Weekly spelling homework

##### Writing

###### Established practice

EYFS	KS1	KS2
Daily phonics in groups using RWI Helicopter stories Storytelling Quality texts for units Writing in small groups based on topic Writing equipment available in all areas of setting Author visits Annual storytelling festival	Daily phonics in groups, for those on the phonics scheme- regrouped every 6 weeks Spelling in year 2 daily (No Nonsense Spelling) SPaG in year 2 daily Quality texts for units Explicit grammar taught Talk for writing in place (storytelling)	Spelling 3 x a week (No Nonsense Spelling) SPaG in year 6 daily Quality texts for units Explicit grammar taught Talk for writing in place (storytelling) Gender neutral teaching strategies in place

	Gender neutral teaching strategies in place Lots of engagement strategies (drama, writing to characters, ipad use, writing in costume, art) Presented written outcomes Audience clear Verbal and written feedback in place Annual storytelling festival Author visits Write with different materials in different places	Lots of engagement strategies (drama, writing to characters, ipad use, writing in costume, art) Presented written outcomes Audience clear Verbal and written feedback in place Annual storytelling festival Author visits Intervention groups Write with different materials in different places
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**Impact**

- Reading is a strength of the school. Reading progress was in the top quintile for the last 2 years for high prior attainers. In 2018, reading was above national averages for the expected group. A very large majority of pupils met the phonics standard in year 1. Progress in reading is consistently positive across KS2
- Writing is improving to be in line with reading. In 2018, writing was above national averages for the expected group and was in the highest 10% of the country.
- Internally, reading is consistently high (80%+) and writing is improving. Gender gap is shrinking between boys and girls.
- More able pupils- in reading and writing, our more able results are greater than national in KS1 and KS2.
- Separately to data, children are engaged in reading and writing. Within our most recent lesson observations, no child was disengaged. At the most recent reading and writing conferences, children knew the next steps for reading and writing and could explain how their teacher gave them feedback. Children could talk about a favourite book and what they were learning to do.

**Maths**

**Intent**

At North Hinksey all children achieve well and become confident mathematicians who can apply number facts quickly and efficiently, can use their basic skills to reason maths in context and use their maths to solve problems. Children have pleasure and are engaged in maths and can link learning from different contexts.

To enable children to flourish with maths, we follow a maths mastery approach. Children become resilient in maths through practise and learning from mistakes. Children feel achievement when they take a risk and their effort brings reward.

**Implementation**

Established practise

- We teach units of maths deeply without moving on quickly to allow for thorough understanding
- We ensure children find pleasure in the maths they learn
- All children taught to be expected and we differentiate up (using reasoning and problem solving) and support pupils who are yet to be expected with adult support and using of manipulatives and drawings.
- We use concrete objects and pictorial representations before moving to the abstract
- We use the bar model to support our work with word problems and calculation
- We allow for deep knowledge of the subject with several lessons for reasoning and problem solving
- We teach and repeat core skills for the year group
- We reinforce skills through regular ‘bursts’, daily counting and homework books
- Interventions focus on keeping up with the year group expectations, rather than catching up
- Children who are below expectations receive interventions to help make accelerated progress
- We make links in learning explicit to pupils

- In EYFS, a carousel ensures there is lots of maths in all areas of the curriculum and children access it independently.

### **Impact**

Maths outcomes and progress is steadily improving at North Hinksey and is now in line with English. We achieve in line with National expectations, or slightly higher.

In terms of progress, in 2018, during KS2 children make more than expected progress especially our higher attaining pupils. Internally, our percentage of children meeting national expectation is at least 80% which is higher than national. In terms of progress, we make between 85 and 100% progress.

Our most able results are greater than national in KS1 and KS2.

Children in our school enjoy maths. During our recent lesson observations and monitoring, pupils shared that they enjoyed times table quizzes, reasoning puzzles and problem solving. No child was disengaged during maths.

### **Science**

Our curriculum focuses on providing children the opportunity to take part in practical, investigative opportunities encouraging them to develop their skills of enquiry. Through engaging lessons, children are encouraged to ask, and answer, scientific questions about the world around them. Alongside investigations, children are taught key scientific facts as outlined in the National Curriculum. Learning in each year group builds on the skills and knowledge children have been exposed to in previous year groups to ensure good progression.

### **Art**

Our curriculum inspires children to express themselves creatively while learning how to use a range of materials and techniques including sketching, drawing, painting and sculpture. Techniques of colour, pattern, texture, line, shape, form and space are developed throughout the art curriculum. Children learn about the work of a range of artists, designers and architects and we are working towards ensuring this covers a wider range of cultures and diverse types of art. Learning in each year group builds on the skills and knowledge children have been exposed to in previous year groups to ensure good progression. Children are encouraged to take part in art competitions including Young Art Oxford annually and local competitions such as on hoardings of the local building site. From September 2019, we are taking part in Arts Mark Award with a focus on developing cultural and social understanding through art and storytelling.

### **Design and Technology**

Our curriculum offers children opportunities to use original thinking and time to reflect on the outcome of their designs and creations. Where possible, learning links with topic work and develops skills of analysis, problem solving and evaluation skills. Children are taught key skills in line with National Curriculum objectives and are supported to design and make products and evaluate them for a specific purpose or audience. Learning in each year group builds on the skills and knowledge children have been exposed to in previous year groups to ensure good progression.

### **French**

For our Modern Foreign Language curriculum children are taught French in Key Stage Two. We believe children should be immersed in the language by listening and engaging with each other using questions and familiar vocabulary. The learning of vocabulary is built on using assessment of learning in the previous year group to ensure good progression. Songs, poems and rhymes are listened to and learnt to foster an enjoyment of the language and to encourage a confidence of using French regularly. Learning in each year group builds on the skills and knowledge children have been exposed to in previous year groups to ensure good progression.

### **Religious Education**

Understanding Christianity is used by the school as a resource for RE teaching. This resource has been adapted by the school with a focus on children's starting points to ensure appropriate progression. We also continue to use the RE Oxfordshire Diocese Scheme of Work to support planning and experiences for children. After reflecting on the content of both these resources, we have focused on ensuring a range of visits and visitors according to our demographic to widen children's experiences and understanding of a range of religious and world views. Our RE provision help pupils understand not just religious practices but how world views are formed and how communities live within these. A secure grounding in the Christian story and traditions gives content to the school's vision and values. Visits include

Methodist church, Synagogue and Mosque. Visitors to the school include representatives from Jewish, Hindu and Muslim faiths, and includes some parents of pupils in school. RE explores the manifestation of school values within Christianity as well as other faiths. The scheme of work that we use invites pupils to explore, engage, enquire and evaluate which creates a framework for pupils to critically reflect on their own religious, spiritual and /or philosophical convictions. Learning in each year group builds on the skills and knowledge children have been exposed to in previous year groups to ensure good progression.

### **Music**

Children take part in music lessons in every year group, in line with National Curriculum objectives. Additional opportunities are provided to broaden the experience including the offer of individual music lessons in a range of instruments and an annual music concert. We believe experiencing singing is a crucial part of the music curriculum and therefore ensure a weekly whole school collective worship is dedicated to singing, services in church involve singing hymns, and children can join an after school choir. Every child takes part in a performance each year (for Reception this is in the form of a Crib Service) and each performance involves learning new songs and performing to an audience. Where possible, we encourage children to learn about, and listen to, music and instruments from around the world. Learning in each year group builds on the skills and knowledge children have been exposed to in previous year groups to ensure good progression.

### **Geography**

The curriculum we offer inspires children to be curious about the world and people. The topics cover a range of diverse places, people, resources and natural human environments as well as an understanding of the Earth's physical and human processes. Where possible, we include opportunities for children to learn about different countries, cultures and beliefs to extend their understanding of the whole world, and local area. Using the National Curriculum objectives, children learn about subject-specific vocabulary and develop their geographical skills, including first-hand observation and use of artefacts and resources. Learning in each year group builds on the skills and knowledge children have been exposed to in previous year groups to ensure good progression.

### **History**

The curriculum we offer focuses on developing children's curiosity and knowledge about the past. Children learn about key events and significant famous people. Visits out of school, and visitors into school, bring learning to life and we regularly use the rich resources in Oxfordshire to support topic learning. Using the National Curriculum objectives, children learn about subject-specific vocabulary and develop their historical skills, including first-hand observation and use of artefacts and resources. Learning in each year group builds on the skills and knowledge children have been exposed to in previous year groups, with a focus on learning about events in chronological order, to ensure good progression.

### **Computing**

Our curriculum focuses on the use of computing and technology to prepare children for current and future life. Children use a variety of technology in a safe and efficient manner with an ongoing focus of learning about online safety. Experiences focus on the principles of information and computation and how to use the knowledge learnt for basic programming. Computing lessons ensure children become digitally literate and confident to express and develop ideas through technology, and as active participants in the digital world. Technology is regularly used to support learning in other curriculum areas. Learning in each year group builds on the skills and knowledge children have been exposed to in previous year groups to ensure good progression.

### **Physical Education**

We value the importance of physical education for every child. Every class is taught one PE lesson a week by a member of staff, with Key Stage two classes also having an additional lesson each week taught by a sports coach. The sports learnt are carefully planned for by the PE coordinator to ensure children are exposed to a range of skills, linked to the National Curriculum objectives. Within the local partnership of schools, children take part in a wide variety of sports tournaments and we ensure every child in Key Stage 2 represents the school at least once each year in a tournament, festival or day event to develop their experience of competition. Sports clubs are offered after school and a regular holiday club focused on sports is also offered. The school has been awarded Sports Mark Gold in both 2017/18 and 2018/19. We have strong links with local clubs, such as the local Tennis Club and use their facilities regularly. Learning

in each year group builds on the skills and knowledge children have been exposed to in previous year groups to ensure good progression with a focus on children leading healthy, active lives.

**Personal, Social and Health Education**

We recognise the value of well-delivered PSHE for children to develop personally, to keep themselves healthy and safe and prepare for life and work in modern Britain. We use the PSHE Association materials to ensure good progression of skills such as resilience, self-esteem, risk-management, team-working and critical thinking within three core themes: health and wellbeing, relationships and living in the wider world. With the Department for Education statutory guidance for compulsory RSE and Health Education from 2020, we teach with a focus on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. We have already implemented many of the areas highlighted in the new guidance and will continue to design and shape the PSHE curriculum to ensure all objectives are well covered.

Signed: .....Head Teacher

Date: .....

Signed: .....Chair of Governors

Date: .....

Date of Policy: December 2019

Date to be reviewed: December 2022