



CURRICULUM POLICY



OXFORD DIOCESAN
BOARD OF EDUCATION

National Support School
designated by

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*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would like to be loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.



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Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum (2014) and EYFS, but also the range of extra-curricular activities and experiences that the school organises in order to enrich the education of the children and to develop them spiritually, morally, socially and culturally. It also includes the 'hidden curriculum', or what the children learn from the way they are taught and expected to behave. A set of key milestones complement the National Curriculum achievements within our Trust and provide ambition and direction for children and teachers and ensure pupils are in the best place for transition to KS3. As a church school, we believe it is our Christian ethos which enables our children to thrive and our curriculum is built on this.

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Values

Our school curriculum is underpinned by the values that we hold dear at our school.

As a school our core values are **Wisdom, Responsibility and Kindness.**

We have also chosen to create our 2 year curriculum around values. These values help pull all the areas of the curriculum together and provide a direction across the whole school.

Year A

Term 1 – Belief, Respect, Trust

Term 2 – Hope and Happiness

Term 3 – Friendship, Cooperation, Responsibility

Year B

Term 1 – Peace, Courage, Unity

Term 2 – Equality, Tolerance, Diversity

Term 3 – Kindness, Understanding, Forgiveness

Organisation and Planning

We plan our **curriculum in three phases**.

We have agreed a **long term plan** across key stages and the EYFS, referring to the National Curriculum for our objectives in each subject area. This indicates what topics are to be taught in each term. They are reviewed bi-annually. English is at the heart of all our learning and reading takes a clear focus in all topics. Quality, core texts are chosen to demonstrate the values and topics of the term. We are creative in our planning, considering what will motivate and stimulate our learners. We link learning to local and national issues in order to make learning relevant to our pupils' lives. Our long term plans link each subject and have key knowledge for each subject outlined. This means that learning is sequential and builds upon what has gone before, preparing learners for the next stages. SMSC and outdoor learning opportunities are indicated on long term planning and teachers build these in as often as possible. An initial input and end outcome join the school in a shared sense of learning each term.

With our **medium-term plans**, we give clear guidance on the objectives and teaching strategies that we use when planning each topic. We ensure a balance when planning a term's work – ensuring that we have provided a wide range of opportunities and experiences which will appeal to different learners. We ensure learning is regularly revisited and that children can make progress by knowing more and remembering more. Frequent quizzes and strategies to assess learning are built in so that children feel confident with their growing knowledge. Skills maps are also used to ensure children make progress across year groups.

Our **short-term plans** are those that our teachers write on a weekly basis. We use these to set out the learning intentions for each session, and to identify what resources and activities we are going to use in the lesson. They include scaffolding and challenge for the full range of learners, key assessment for learning strategies and success criteria which helps pupils and staff make judgements on learning and point the next steps for progress to take place. (See Assessment / Feedback policies).

In individual lessons children are offered challenge through 2 levels of activities which match the learning intention: the main activity and a deepening. Children are encouraged to choose the level they need to learn at. A growth mind-set is reinforced at all times so children realise they might not be able to do it now but they will do it.

We encourage our learners to take responsibility for their own learning. Teachers endeavour to offer choice in the curriculum, so that pupils can feel ownership and be part of setting their own direction and outcomes. Our learners are aware of their targets and we encourage them to discuss their next steps. We spend time getting learners to think about how they learn best and what works for them. These skills of meta-cognition help them across all areas of the curriculum and are key life skills.

We use additional experiences to strengthen learning and make lessons memorable. Educational visits and visitors coming into school are planned into each term's work.

We benefit from links with local schools in the independent sector and take part in a variety of additional opportunities e.g. science workshops, sport opportunities, forest schools, business and language days.

Timetabling

Each class manages its own timetable. English and maths are usually delivered in the morning sessions. Foundation subjects are integrated into topics with some being delivered discretely (French, PSHE, Music). Most subjects are delivered weekly, some fortnightly and on occasion may be taught in a block if this best meets the requirements of the learning intentions.

Homework (see separate policy)

Homework is set weekly for each class, in addition to reading and reinforces / extends what is being learnt. Homework provides an important opportunity for parents to engage with their children about their learning.

Specific Subject notes:

- French is taught as another language throughout school from 3 – 11 years with each class having a weekly lesson
- Computing is taught through a weekly lesson in our IT room and applied through different subjects during the week as pupils have constant access
- We have 2 lessons of PE a week for each class: one outdoor (weather permitting) and one in the Village Hall. At times during the year, all Y1-6 children take part in swimming lessons
- RE follows the Oxfordshire World Views syllabus and Understanding Christianity
- Maths follows the White Rose scheme
- English is based on key texts and often delivered through a Talk for Writing "story-telling" approach, using CLPE (Centre for Literacy in Primary Education) resources to support planning
- Music is taught through the Charanga scheme
- PSHE is taught using the Jigsaw scheme
- We are part of the History Association and can access resources online

Inclusion / SEND

The curriculum in our school is designed to provide access and opportunity for all children. If we think it necessary to provide support plans to meet the needs of particular children, then we do so by consulting with parents and children. If a child has an identified special need, our school does all it can to meet the individual's needs. We meet the requirements set out in the SEND Code of Practice (see SEND / Inclusion policy) in providing for children with additional needs. Support plans are written with pupils and parents and reviewed termly. If it becomes necessary, we consult with outside agencies regarding our provision for SEND children. These services include the Trust SENCO, Communication and Interaction advisor, Educational Psychologist, School Nurse and CAMHS (Child and Adolescent Mental Health

Services). For the most part, all pupils are supported with their learning in the classroom but on occasion, interventions outside of the classroom are used so that children can make ground.

The Foundation Stage (see EYFS policy)

The curriculum that we teach in the Reception class meets the requirements set out in the Early Years Foundation Stage Curriculum. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Reception class builds on the experiences of the children in their nursery learning. Children have thrived during their nursery year with us in Acorns class and we do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area which feed into us. Towards the end of the children's final term in the Reception class, their teacher makes an assessment to record the skills of each child in each of the areas of the EYFS curriculum. This assessment forms an important part of the future curriculum planning for each child. Those children who do not achieve a Good Level of Development at the end of the EYFS continue to work towards these Early Learning Goals during the autumn of Year 1. Continuous provision allows all Year 1 children to revisit the EYFS setting 3 x a week until they are ready to fully integrate into our Y1 / 2 class.

The role of the subject coordinator

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject.
- Encourage an enthusiasm for their subject.
- Support and offer advice to colleagues on issues related to the subject.
- Have an awareness of standards in their subject area, seeking to employ strategies which will raise them.
- Provide efficient resource management for the subject

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement with an annual action plan. This development planning links to whole-school objectives in the School Development Plan. Each subject coordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work using key knowledge alongside skills maps.

Parents

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build links with the parents of each child by developing strong relationships, keeping them informed about the content and way in which their children are being taught and how well each child is progressing. Each term, a curriculum newsletter goes home to let parents know what their children will be learning and this is concluded in an end of term class newsletter. There are many opportunities for parents to be involved in their child's curriculum, including working with your child afternoon, class assemblies, exhibitions and concerts.



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Monitoring and Review

Our governing body is responsible for monitoring the school curriculum and the way it is implemented. They review each subject area in a regular cycle of policy review and development. Link governors work with subject leads to gather a picture of provision and progress.

The Head-teacher is responsible for the day to day organisation of the curriculum and monitors the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning intentions (see Looking at Learning policy).

Subject coordinators monitor the way their subject is taught throughout the school. They examine long-term and medium planning, and ensure that appropriate teaching strategies are used. They also carry out work book scrutiny and talk to pupils about learning in their subject.

Please also see our Trust Curriculum Statement and individual subject policies.