

Oxenhope Church of England Primary School

Curriculum Policy

Introduction

Our school within Bradford Diocesan Academy Trust (BDAT) believe that the curriculum is a powerful tool that should promote a love of learning, a willingness to explore and have a bespoke set of opportunities to meet the needs of the children within each school.

The National Curriculum (Years 1-6) and Development Matters (Early Years) is used as a starting point for each year group to construct topics of curricular subjects for the children to explore. We enrich it by using the four cornerstones of learning: engage, develop, innovate and express your learning.

We are committed to developing the whole child and ensure that the curriculum is appropriate for their stage of education. We endeavour in making the curriculum experience an broad and balanced one ensuring that our children leave their primary education well rounded. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We seek to find real life experiences and opportunities for children to work together within and between schools

Through joint practice development all curriculum leaders within our school continually review and improve the curriculum we offer to our children. Each subject leader is expected to develop a curriculum that evolves according to the needs of its children and to the aspirations of the staff and community.

Values

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.

We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. School organises its curriculum so that we promote co-operation and understanding.

Each year group uses their local community to enrich the curriculum.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty.

We aim to enable each person to be successful, and we provide equal opportunities for all.

We value our environment and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through Head teacher newsletters, topic newsletters, homework and curriculum workshops, stay and plays, class assemblies and topic days, and are positively encouraged to become involved.

Our values strongly reflect those accepted as British Values.

Organisation and Planning

At Oxenhope Church of England Primary School we use Cornerstones Curriculum to support our planning for all areas of the curriculum. This is long term planned strategically by the school's senior leaders

All teachers are expected to provide a medium-term plan, which gives clear guidance on the objectives and teaching strategies that will be used when teaching each topic. This could be in the form of an annotated Learning Project provided for by Cornerstones.

Our short-term plans are written on a weekly basis for English and Mathematics.

In the Foundation Stage, Key Stage 1 and at Key Stage 2 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas. Each topic may have specific subject focuses and not cover all subjects. Over the three terms of the academic year each child has the opportunity to experience the full range of National Curriculum subjects.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If school staff think it is necessary to adapt

the curriculum to meet the needs of individual children, then they do so only after the parents of the child and relevant professionals have been consulted.

If a child has a special need, our school does all we can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need in collaboration with the school SENCO and Pastoral Learning Mentor. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for referral to receive an individualised Education Health Care Plan, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

Early Years Foundation Stage

Our curriculum planning in the early years focuses on the 3 prime areas of learning: communication and language, physical development, personal, social and emotional development and the 4 specific areas of literacy, mathematics, understanding the world and expressive arts and design. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities which engage the children with the effective characteristics of learning. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in each area.

During the children's first term in school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child. A Baseline assessment is completed.

We believe the support of parents and carers is essential if children are to make outstanding progress in our school. We strive to build positive links with the parents and carers of each child by having a carefully planned induction process including a short staggered entry and home visits. This relationship is nurtured throughout their time in Foundation Stage and onto KS1.

Key Skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem-solving

Oxenhope strives to develop these skills across the curriculum.

Extra-Curricular Activities

We provide extra-curricular activities to expand and meet the interest of the children. Opportunities for participation for all children are explored.

Oxenhope provides before and after school wrap around care (Explorers) with activities and visits linked to the curriculum.

Pupil Voice

Our school council is a strong presence within our school and encourages children to elect representatives to provide opportunities for pupil voice within school.

The school council has a say on budget spend to promote learning and opportunities within school. The council is used regularly to interview staff for positions and act as ambassadors for guests visiting the school.

Subject leaders should regularly engage in pupil conversations during monitoring of their subject and meet with Senior Leaders to develop their subject.

Curriculum Leadership

It is the role of each leader to keep up to date with developments in their area, at both national and local level. They review the way their area is taught in the school and plan for improvement. This development planning links to whole-school objectives.

Each subject leader 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. They should attend trust network meetings to share and develop best practice.

REVIEW

The Board of Governors and the school's Senior Leadership Team will review this policy annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of all the children.

Written By Alice Jones

January 2018

Review Date - January 2019