



Shrevenham
Church of England Primary School

All things are possible for one who believes

Curriculum Policy

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Mission

We ensure our children learn in a nurturing environment where we value everyone as individuals, care for one another and foster positive emotional growth and well-being.

Through our broad and balanced curriculum, we inspire, motivate and challenge our children to become independent and confident learners, maximising intellectual, social, physical and spiritual development. We put Shrevenham School at the heart of village life, actively encouraging partnership with parents, the Church and the wider community.

Vision

Each member of our school family will be given every possible opportunity to develop their abilities, confidence and resilience, to flourish and fulfil their unique potential, to work well together and to positively contribute to the wider community.

'All things are possible for one who believes' (Mark 9:23)

Values

LOVE

Love is the core value that underpins all that we do at Shrevenham CE Primary School. Jesus demonstrated his unconditional love during his time on earth indiscriminately, and as followers of Jesus we aim to walk in his footsteps.

We show love to everyone by putting others before ourselves. By working together as part of a strong and supportive family, we can all achieve more - socially, emotionally and academically.

HOPE

Hope is a core value for our church school because we share in the joy that comes from the belief that there is always hope and all is never lost. Hope is an attitude of mind that we develop through faith in God and each other.

In our school this helps is to keep going even when things get hard and when we face new challenges. Together we can turn hope into reality.

COURAGE

Courage is a core value for our church school because God asks us to be brave in the face of hardship. The book of Joshua reminds us to stand against injustice and to be the best we can be when things are difficult.

At our school, we have courage to stand by our beliefs and are committed to what is right and true.

Curriculum Intent

At Shrivenham CE Primary School we aim to make every day full of wonder, excitement, challenge and fun, equipping today's children for tomorrow's world.

Every child at Shrivenham is recognised and valued as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and making connections. We constantly provide opportunities for the children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding (including British Values) alongside physical development, well-being and mental health. The school provides a highly inclusive environment where learners enjoy their education and pupils at all levels are helped to achieve their potential.

The school's curriculum development is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and providing a purpose and relevance for learning. Community interaction is an essential part of our curriculum and values the chance to involve and be involved. Children are given a wide range of opportunities to take an active role in events throughout the year including sporting and artistic activities. Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, learn from mistakes, self-evaluate, make connections and become lifelong learners

'All things are possible for one who believes'

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities 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 treated 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.

Intent

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 aim to teach children how to embrace our core values of love, hope and courage so they grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, and achieve their true potential using the vision of 'all things are possible for one who believes'.

Aims and Objectives

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The aims of our school curriculum at Shrivenham are to enable children to:

- Be independent thinkers / learners who are able to seek solutions creatively and cooperatively
- Develop an enquiring mind and be able to ask questions
- Be confident enough to take risks in their learning
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Understand and respect diversity
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self-esteem: be well balanced and healthy individuals

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 ensure the children have access to inspiring and high-quality language and content. We are as creative as possible in our planning, considering what will motivate and stimulate our learners. We link learning to local and national issues when possible, 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.

Our **medium term plans** give clear guidance on the objectives for each subject area, linking to the selected focus text when it is meaningful and relevant to do so. 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 planning** incorporates differentiation where required. The teacher's weekly plans include the key objectives for the week in all subject areas being taught and will be reflective of previous learning through informal assessments (see assessment and feedback policy). In some lessons, children are offered different levelled challenges and are encouraged to work at the level that is appropriate for them and offers some challenge. Linking to our vision and values, we encourage our children to challenge themselves and believe in themselves. At all times, we reinforce the growth mindset philosophy that making mistakes help us learn, and we celebrate having the courage and hope that we can achieve.

We plan our curriculum very carefully to ensure that there is coherence and full coverage of the National Curriculum and Early Years Foundations Stage Curriculum. We ensure that there is planned progression in all curriculum areas through our Knowledge and Skills Progression Document for the whole school.

We are proud of the quality and range of additional experiences that our children benefit from. Educational visits and visitors are used on a termly basis, with every class benefitting to an experience per term. We benefit from links with other Trust schools and take part in a variety of additional opportunities e.g. science workshops, sport opportunities, forest schools, STEM events etc.

Timetabling

Each class manages its own timetable. English and maths are usually delivered in the morning sessions. Foundation subjects are integrated into enquiry 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.

Subject Specific Information

- Maths follows the 'Can Do' approach.
- English teaching is supported through the use of No Nonsense Spelling and SPAG.com for spelling and grammar learning.
- All English lessons are linked to the chosen key text being read by the class that term.
- Phonics is taught through EYFS and KS1 and into KS2 when necessary. We use Letters and Sounds to support the teaching of phonics.
- French is taught from Year Three to Year Six, and follows the Rising Stars Scheme.
- All children receive two hours of quality PE per week, taught by the teachers themselves using PE Passport to ensure coverage and progression. Y1 - Y6 have swimming lessons every year.
- RE follows the Oxfordshire Diocese scheme of work and Understanding Christianity
- PSHE is taught using the SCARF scheme of work
- Music follows the Charanga Music scheme
- Computing is taught through skills based lessons using the Purple Mash schemes of work. These skills are also applied through different subjects

The Foundation Stage (see EYFS Policy)

The curriculum that we teach in the Reception class meets the requirements of 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 Reception class builds on the experiences of the children from their experiences. We have strong links with our local preschool providers and endeavour to ensure a smooth transition into Reception class for our pupils. We also foster relationships with parents and carers of our pupils to ensure meaningful links can be made between home and school to the benefit of our children.

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an equal obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents. If a child has a special educational need or disability, our school does all it can to meet these individual needs.

Our provision complies with the requirements set out in the SEND Code of Practice. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation. Support plans are shared with pupils and parents and reviewed termly. If it becomes necessary, we consult with outside agencies regarding our provision for SEN children. These services include the Educational Psychologist, School Nurse and PCAMHS.

The role of the subject leader

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.
- Monitor pupil progress in that subject area.
- Have an awareness of standards in their subject area, seeking to employ strategies which will raise them.
- Provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader 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. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned for and seen within books.

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. There are many opportunities for parents to be involved in their child's curriculum, including assemblies, exhibitions and concerts.

Monitoring and review

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. Book looks are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive meaningful and frequent feedback, in line with our Feedback Policy.

The leadership team and subject leaders also conduct supportive learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children.

Subject leaders also monitor the way in which resources are stored and managed. SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.