



ST. NICHOLAS SCHOOL CHILD OKEFORD

A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

MISSION STATEMENT

‘At St. Nicholas, we nurture everyone *to be the best we can be*, in a caring and inclusive Christian environment.’

CURRICULUM POLICY

POLICY SUMMARY

At Child Okeford School our curriculum has been designed, planned and organised to promote our core aim: to develop happy, well rounded, confident individuals who achieve their potential as a result of a wealth of experiences.

DATE ADOPTED
March 2018

REVISION NUMBER
1

LAST REVIEW

NEXT REVIEW
March 2019

1. Introduction

- (1) At Child Okeford School our curriculum has been designed, planned and organised to promote our core aim: **to develop happy, well rounded, confident individuals who achieve their potential as a result of a wealth of experience.**
- (2) We achieve this by:
 - (i) delivering an inclusive, relevant and inspirational curriculum that develops key skills and promotes choice and creative thinking, and moves children towards a deep level of understanding in every subject area (Mastery*);
 - (ii) placing equal importance on academic development and personal development because we understand that the two are inextricably linked;
 - (iii) building children's self-confidence and self-belief by encouraging a 'can-do' attitude, celebrating successes and developing positive attitudes and key learning attributes (please visit our website: www.childokeford.dorset.sch.uk to read more);
 - (iv) working in partnership with parents, the church and wider community;
 - (v) promoting respect, tolerance and understanding for one another and celebration of our differences;
 - (vi) providing a curriculum that allows learners to develop an understanding and knowledge of themselves and others within both a local and global community;
 - (vii) ensuring that there is a continuity and progression of learning and promoting high quality formative assessment; and
 - (viii) identifying key drivers that are reviewed annually, to ensure our curriculum is tightly linked to the needs of our children and the ever-changing world in which we live.

2. 2017-18 Curriculum Drivers

- (1) **Spiritual and Moral:** we want our children to leave our school with a strong sense of their own values and beliefs, a desire to gain a deeper understanding of the world and with an aptitude to lead happy, successful lives. We therefore place great emphasis on developing their spirituality.
- (2) **Community:** At Child Okeford School, developing effective and meaningful relationships is a key curriculum driver that ensures we deliver the very best learning experiences for our children. We believe that learners who can relate to others:
 - (i) know right from wrong and make good choices;
 - (ii) think ahead;
 - (iii) empathise;
 - (iv) imitate good role models;
 - (v) knows when to work alone or with others;
 - (vi) take responsibility for their own behaviour and learning; and
 - (vii) develop an understanding of how they are connected to others.

3. Taking Risks

At Child Okeford School, we recognise the importance of encouraging children and adults to step outside their comfort zone and to try new things. Failure is a friend not a foe at Child Okeford School and we cannot truly challenge individuals unless we provide opportunities for failure. We understand that learners who are risk takers:

- (i) take reasoned decisions – consider the pros and cons;
- (ii) explain their thinking;
- (iii) can empathise and communicate; and
- (iv) reflect on their learning and apply this learning to new situations.

4. ***Mastery**

- (1) A description of ‘mastery’ will involve the application of key skills, knowledge and understanding in unknown contexts and is relevant for ALL children.
- (2) The **attainment of ‘mastery’** is underpinned by fluency, conceptual understanding and the practical application of these in unfamiliar contexts. A child’s attainment will be developed and evidenced through tasks that enable reasoning, reflection and the use of mathematical language.
- (3) The **assessment of ‘mastery’** will be achieved through “high quality questioning, feedback and open-ended tasks that help us to assess a child’s ability to reason, apply and articulate their conceptual understanding as well as plan effectively to ensure rapid and sustained progress.” *Staff definition of Mastery- January 2016.*
- (4) In short, as a school community, we believe that equipping children with the skills to deal with the political, economic, environmental and technological challenges that face our children should be at the top of our agenda as educators. It will not be enough to deliver what is ‘safe’, if we are to meet the needs of children who face a rapidly changing world that poses some big questions. We have a responsibility to ensure they have the ability and confidence to explore some of the answers.

5. **Curriculum coverage**

English and Maths is taught daily across the school. Teachers use the guidance within the National Curriculum alongside other publications such as Chris Quigley Essentials, White Rose and Hamilton Trust to ensure that there is a balanced and progressive curriculum being taught and all learning objectives are covered. Use of School Pupil Tracker (SPTO) informs teachers of the children’s current attainment and enables gap analysis for next steps in learning. Teachers seek to find ways to link the English planning as much as possible with other aspects of the curriculum, linking in with the topics and themes they are teaching. When and where appropriate, teachers plan to create cross curricular opportunities within their Maths planning e.g. data collection in science or geography. Further clarification on planning for English and Maths is detailed within the English and Maths policies.

6. **Science**

Science is taught through our topic titles (cross-curricular) or as discrete lessons. We have a two-year rolling programme in Key Stage 2 to ensure coverage across the mixed year groups. As well as individual journals, we use floor books to record children’s thoughts and responses to questions, as well as a tool to record whole class investigations. We are then able to use these to assess and develop children’s understanding. Each term a class sets a homework project linked to their science topic. The projects are then shared with the rest of the school, promoting science talk. Our science rolling programme can be found on our website: www.childokeford.dorset.sch.uk

7. **Religious Education**

- (1) RE is planned and taught following *the Dorset Agreed Syllabus*, using a combination of elements of the *Understanding Christianity* resource, resources developed by the Diocesan team and those from other authors. We develop the children’s knowledge and understanding of Christianity, other world faiths and non-faith world views and we address some of the fundamental questions in life. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions (exploring and responding to human experience) as well as about religions (developing knowledge and understanding of religion).
- (2) Good teaching in RE allows children to learn about other religions and also to reflect on what these religious ideas and concepts mean to them. This encourages children

to think about and reflect on their own views and values in relation to the themes studied in the RE curriculum. We experience religious traditions in the Christian and other world faiths including: Easter, Christmas, Harvest and Diwali. We organise visits to local churches and invite visitors into school.

- (3) In order to make RE a vibrant, active subject, we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

8. **PHSE**

- (1) For Personal and Social education we follow the Department for Education (DfE) guidelines and are implementing the SEAL project (Social and Emotional Aspects of Learning) and are now using the Rainbow packs, devised by Dorset, that link SEAL with Healthy Eating, Rights and Respecting Schools and Every Child Matters.
- (2) Each half-term there is a different theme:
 - (i) New Beginnings;
 - (ii) Getting on and Falling out;
 - (iii) Say no to bullying;
 - (iv) Going for goals;
 - (v) Good to be Me;
 - (vi) Relationships; and
 - (vii) Changes.
- (3) We also have a trained ELSA (Emotional Learning Support Assistant), who supports children to both recognise and manage their emotions.
- (4) Our PSHE Overview 2016-2018 can be found on the Curriculum Page of our website: www.childokeford.dorset.sch.uk

9. **Modern Foreign Languages**

- (1) In Key Stage 2, we aim to develop children's experience of language acquisition, encourage curiosity about languages and celebrate their own language heritage, developing their understanding of what they hear and read and their ability to express themselves in speech and writing.
- (2) We relate our teaching of grammar in English to our exploration of the differences between the *foreign language* and English. We also aim to strengthen their sense of identity through learning about culture in other countries and comparing it with their own culture, linking this to British and universal values.
- (3) Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. The main language taught is French, and lessons provide a variety of sources to model the language, use games and songs to maximise enjoyment and make as many connections to real life situations as possible.
- (4) Lessons focus on speaking and listening. However, when appropriate, children record written work informally in books which are passed through the years and become a portfolio of their learning.

10. **Physical Education**

- (1) At Child Okeford School, we strive to meet all the statutory requirements for PE. We also aim to provide extra time and opportunities through our extra-curricular programme. The current time allocated to PE per week is two hours per class. This is supplemented by out-of-school clubs and extra festivals, displays, tournaments, sports days, galas, residential and matches.
- (2) Each unit of work covers all four strands of knowledge, skills and understanding from NCPE 2000. These strands are integral to our schemes of work. Swimming is

currently offered to key stage two pupils during the summer term. They are assessed in the early part of the term and those children not reaching national curriculum standards are offered weekly lessons. Priority is given to older children and to those not attending lessons out of school. All key stage two pupils also take part in our annual swimming gala.

- (3) Athletics is offered to all pupils throughout the school during the summer term and is delivered through our scheme of work.
- (4) Outdoor and adventurous activities is a unit of work which is delivered during the latter half of the spring term and is delivered through the use of TOPS cards, and our own orienteering resources. Year 5&6 take part in regular orienteering events organised by the pyramid.
- (5) Our games programme covers invasion, net/ wall and striking and fielding games to ensure that a broad and balanced experience is available to the pupils.
- (6) The curriculum is mapped across the two key stages (a two-year rolling programme exists for mixed age classes) and relevant schemes of work are in place. Foundation years use a separate programme, which focuses on the development of fundamental skills. The PE co-ordinator is responsible for mapping the curriculum and ensuring that pupils experience a coherent and progressive curriculum throughout their time in school.

11. **Music**

There are many opportunities for the teaching of music through topic themes, in hymn practices and when preparing for performances; in addition the school uses the Charanga scheme of work to support the planning and teaching of music.

12. **Art & Design Technology**

Our children use relevant resources to experiment and create their own works of art using a range of materials. They learn to control and use tools and techniques and to reflect on and adapt their work to make improvements. Pupils have the opportunity to explore the works and intentions of artists and designers and learn to evaluate their own ideas. Visiting artists are encouraged into the school to support the children and help to enhance their creativity in this subject. In Design and Technology we use the 'Project on a Page' scheme to ensure skills progression.

13. **History**

- (1) Our history curriculum aims to provide pupils with a thorough understanding of the past of both Britain and the wider world, ensuring that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.
- (2) The new National Curriculum (2014) provides guidance on subject content, while Reception is governed by the Early Years Foundation Stage document. The whole school plan aims to ensure that learning is progressive and that historical skills are central to learning, with links made between aspects of history being studied, so that pupils have a good chronological understanding. This will also ensure children can compare and contrast events and note trends over time. Placing each period of history studied onto a timeline enables children to locate themselves in relation to other periods studied and current events.
- (3) A variety of enriching teaching approaches are encouraged, including: teacher presentations, role-play and story-telling, question and answer sessions, discussions and debates, investigating artefacts, maps, photographs, paintings and other documents as sources of evidence, and outside visits or visiting speakers to bring history 'to life'.

14. **Geography**

Pupils are taught geographical skills and learn to collect and record evidence, make maps and plans, interpret globes; use secondary sources of evidence and IT. Local and foreign localities will be studied in the course of their geographical studies. Other themes include: Rivers, Mountains, Weather, Settlement and Environmental Change.

15. **Computing**

- (1) Pupils follow the ICT National Curriculum by learning to code, complete simple algorithms and solve a variety of coding problems. They do this by creating and editing animations and by writing sequences of simple code. We use a range of programmes and websites, including Scratch and Code.org. We use **practical, creative projects** to make sure that all our children become computer literate and confident with ICT. They use both laptops and tablets in school to allow to them access the curriculum and develop their coding skills across Key Stage 1 and 2.
- (2) E-safety is also embedded into our curriculum. Our e-safety curriculum can be found on our school website: www.childokeford.dorset.sch.uk

16. **Planning**

(1) **Long-Term:**

- (i) Our long-term curriculum planning is based on the Chris Quigley Essentials curriculum and the 2014 National curriculum. We also incorporate our own curriculum drivers, as outlined above. Our two-year rolling programme is published on the curriculum page of our website and updated annually. www.childokeford.dorset.sch.uk
- (ii) We also publish 'Key Skills Leaflets' for each year group, on the children's class pages, to help parents to support their child

(2) **Medium Term Planning:**

- (i) Each term the staff outline the '*essential opportunities*' and '*essential skills*' that will be covered by the children. We incorporate local and international resources to support and extend the curriculum. For example, making use of local history and geography to give children real life examples and experience; visits and visitors also offer enrichment.
- (ii) Teachers review coverage at the end of each term and adjust the following terms planning accordingly.
- (iii) These documents are updated termly and published on the children's class pages for parents.

- (3) **Short Term Planning:** our short term plans set out what pupils should learn in a single lesson, day or week. A short term plan allows an individual teacher to adapt the lesson content, structure and methodology to suit their own teaching group and preferred style. It includes details such as differentiation that will ensure the lesson is tailored to the needs of all the pupils. Teachers are encouraged to annotate plans and use their day-to-day assessment to inform subsequent lessons.

17. **Delivery of the curriculum**

- (1) We recognise that people learn in different ways and therefore employ a variety of teaching strategies to deliver our curriculum, in order to accommodate children's preferred learning styles—visual, aural or kinaesthetic. We aim to set the climate for learning by providing a rich, varied and stimulating learning environment and setting high expectations and to ensure all our pupils actively participate in their learning.
- (2) We achieve this by:
 - (i) Establishing what learners already know and building on it.

- (ii) Using teaching methods that reflect the material to be learned, matching the maturity of the learners and their learning preferences and involving high levels of time on task.
- (iii) Demonstrating a commitment to every learner's success, making them feel included, valued and secure.
- (iv) Raising learners' aspirations and the effort they put into learning, by developing key learning attitudes and attributes. These are published on our website: www.childokeford.dorset.sch.uk
- (v) Structuring and pacing the learning experience to make it challenging and enjoyable. This includes:
 - (a) Making creative use of the range of learning opportunities available, engaging, where appropriate, the active support of parents and carers and expertise within and beyond the classroom.
 - (b) Building respectful teacher-learner relationship that take learners' views and experience fully into account, as well as data on their performance.
 - (c) Using assessment for learning (Afl) to help learners assess their work, reflect on how they learn and inform subsequent planning and practice.
 - (d) Developing fluency by revisiting basic skills in a variety of contexts, so the children develop a deep understanding of key concepts, which enable them to solve increasingly complex problems.
- (vi) Inspiring learning through passion for the subject. This includes:
 - (a) Bringing the subject alive by using a variety of strategies.
 - (b) Making it relevant to learners' wider goals and concerns.
- (3) In short, at Child Okeford School we believe in the concept of lifelong learning and the notion that we all learn new things every day. We maintain that learning should be a rewarding and enjoyable experience and that it should be fun! Through effective teaching, we hope to equip our children with the skills, knowledge and understanding that will enable them to make informed choices about the important things in their lives.
- (4) We have developed shared understanding of what constitutes outstanding teaching at Child Okeford School, summarised in the document '*Planning for Progress*', published on our website: www.childokeford.dorset.sch.uk (see Assessment Policy).

18. **Foundation Stage**

In Reception, the statutory framework for the Early Years Foundation Stage (EYFS) curriculum is followed. See the Early Years Policy for detailed explanation of the Early Years curriculum and how it is planned and taught.

19. **Monitoring**

- (1) Leadership of the curriculum is very strong at Child Okeford School. We take a collaborative approach and equal emphasis is placed on the foundation subjects, as core subject areas.
- (2) Subject leaders are provided with training and termly monitoring includes: lesson observations, work and planning scrutiny and pupil interviews.
- (3) Governors receive termly summary reports on the subjects that are highlighted in our School Development Plan and support our evaluation of the curriculum through their annual monitoring cycle.
- (4) We have a comprehensive assessment cycle to help determine the children's current performance in each subject and this is summarised in our annual report to parents.

20. **Inclusion**

- (1) Child Okeford School believes that every child has the right to develop their full potential, irrespective of ability, race, gender, religion or physical ability. We aim to ensure that, in partnership with parents, we offer all pupils equality of access and opportunity for successful learning. All pupils are entitled to a broad, balanced and relevant curriculum. They will be given every opportunity to be successful in their learning and achieve as high a standard as possible. We actively seek to remove barriers to learning and participation so each pupil can achieve their personal potential.
- (2) In planning for SEND pupils' learning, we consider the curriculum, the physical and social environment and the nature of support from peers and adults. The selection of appropriate learning objectives, teaching styles and resources will enable access to curriculum, according to each pupil's specific needs. Support from the teacher or TA will be used effectively to achieve these aims. The SENCO is available to advice on differentiation in planning and classroom strategies.

21. **Resources**

There are a wide variety of resources to support teachers in their planning both in school and online. The school encourages use of National Curriculum alongside other publications and online resources such as Chris Quigley Essentials, School Pupil Tracker Online, Testbase and Hamilton Trust.

22. **Further Reading and Resources**

- (1) Child Okeford School Assessment Policy
- (2) Chris Quigley Essentials: <http://www.essentials.uk.com/index.php>
- (3) Hamilton Trust: <http://www.hamilton-trust.org.uk>
- (4) National Curriculum: <https://www.gov.uk/government/collections/national-curriculum>
- (5) School Pupil Tracker Online: <https://secure.schoolpupiltrackeronline.co.uk>