



Minute number	Date	Amendments	signed
2678	18 <sup>th</sup> September 2023	None made	

## St Oswald's C.E. Primary School

### CURRICULUM POLICY

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed annually by the Governing Body Learning and Teaching Sub Group.

#### *Learning*

*We develop our wisdom, knowledge and skills*

#### *Growing*

*in our character development, hope, aspiration, resilience and social action*

#### *Together*

*so our community can live well together, showing dignity and respect.*

*'Learning and Growing Together' Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty. We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13)*

*Individuals flourish in a school which is a safe, respectful and welcoming Christian community.*

#### **The School Aims:**

- To create an environment in which all children can experience success and thereby build self-confidence.
- To develop the all-round potential of the children through the vehicle of a rich, broad, balanced and differentiated curriculum.

- To help children to acquire knowledge and to have the wisdom to use their knowledge to make decisions and apply this across all they do.
- To develop in children a positive attitude towards education as a continuing process
- To develop children's growth mind set and ability to embrace a challenge
- To provide a stimulating environment which is organised, secure, structured and purposeful.
- To promote a climate in which creativity can flourish.
- To prepare children for the demands of a rapidly changing society.
- To provide for children's physical development.
- To recognise the importance of two-way communication with parents and school support agencies.
  - To develop in children an awareness and understanding of our own and other cultures, religions, races and ways of life.
  - To develop skills of communication in which the children are free to express themselves, encouraged to respect the views of others within their group, and ultimately society in general.
  - To equip the children for a changing society and to enable them to adapt and thus develop qualities of self-reliance and self-discipline.
  - To challenge every child to achieve at the highest level they possibly can.

### **The Curriculum**

At St Oswald's we follow the Cornerstones Curriculum. It is our INTENT that every child will have access to a rich, broad, balanced and differentiated curriculum and will experience the challenge and enjoyment of learning. We will use diverse teaching strategies to develop the talents of each child and teachers will use the flexibilities that already exist to ensure high standards in the basics with opportunities for enrichment and creativity.

### **Common Values and Purpose**

At St Oswald's we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that

appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This policy highlights classroom practices and procedures that promote high quality teaching and learning.

Through our curriculum design we have given considerable thought to;

- Educating for wisdom knowledge and skills.
- Educating for hope and aspiration
- Educating for community and living well together
- Educating for dignity and respect.

Life is not lived in separate blocks of time with certain skills and knowledge being used at only those times; because of this we encourage and promote a cross curricular approach in school.

The curriculum is carefully IMPLEMENTED; planned and structured to ensure that learning is continuous, and that the children make good progress with the development of their learning. An understanding of basic skills and knowledge in all areas and that subjects intertwine is therefore required by everyone, in order for them to understand the world around them and achieve their own potential.

At St Oswald's we aim to provide the foundations that these skills can be built upon. The curriculum aims to engage the children's interest, encourage and motivate them to want to learn; It supports the development of the children's self-esteem and gives them confidence in their own abilities supporting them to reflect and think mindfully about their learning. It will be exciting and offer children first-hand experience to reinforce their learning and to underpin their growing knowledge and wisdom, the development of skills and understanding and the development in their character and attitudes; It will open their eyes to the wonders of creation and cause them to marvel at the incredible and fantastic world in which we live;

The curriculum relates to the school's core values of Hope, Friendship, Forgiveness, Honesty, Perseverance and Respect Effective Learning We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We take into account the different forms of emotional intelligence when planning teaching and learning styles in order that Pupils learn to:

- Effectively acquire new knowledge or skills in their work, develop ideas and increase their understanding.

- Show maximum engagement, concentration, application and productivity.
- Develop skills and capacity to work independently and collaboratively. We offer opportunities for children to learn in different ways that may involve the use of varied seating arrangements.

The learning styles used include:

- Independent work;
- Paired work;
- Group work;
- Whole-class work;
- Investigation and problem solving;
- Independent and group research;
- Asking and answering questions;
- Debates, role-plays and oral presentations;
- Watching and responding to live drama and musical presentations.
- Creative activities;
  - Designing and making things;
- Use of the I.C.T;
- Use of games;
- Outdoor work and visits to places of educational interest;
- Use of audio visual resources;
- Participation in athletic or physical activity.

### **Alignment with the National Curriculums**

The Reception Year follows the DFE Curriculum Guidance for the Foundation Stage which includes six areas of learning:

- Personal, social and emotional development;
- Communication, language and literacy;
- Mathematical development;
- Understanding of the world;
- Physical development;

- Creative development.

Where children move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when children have reached that stage in their development. From Year 1 to Year 6 the curriculum consists of:

- The National Curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans.
- Derbyshire's agreed syllabus for RE and Understanding Christianity. Parents may exercise their right of withdrawal from religious worship and instruction.
- Sex and Relationships Education (SRE) using Derbyshire guidance. Parents may exercise their right of withdrawal from SRE lessons.
- Our PSHE curriculum has been developed in conjunction with the Derbyshire leads and we use PSHE Matters.

### **Enrichment and Extension**

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through: Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school. The Cornerstones approach focuses on curriculum enrichment and collaborative events.

For example;

- visitors, including artists, craftspeople, actors, musicians;
- the use of the school grounds, the locality and the wider environment;
- educational visits;
- support of parents
- residential visits,
- productions,
- cultural days,
- music festivals, and much more.....

Spiritual Moral Social Cultural Across all our themes and topics, we plan for SMSC- Transcendental, Environmental, Social and moral and their Inner dimension.

At St Oswald's we want our children to realise (discover and develop) their innate spirituality through;

- Beliefs
- A sense of awe, wonder and mystery
- Experiencing feelings of transcendence
- Search for meaning and purpose
- Self-knowledge
- Relationships
- Creativity
- Feelings and emotions Educating for citizenship;

### **Cultural Capital**

Within our school the whole curriculum contributes to the education of pupils for citizenship by encouraging their development of key attitudes and skills. These enable our pupils to explore and make informed decisions. Through the use of a balanced range of teaching methods pupils are actively involved in lessons. Group work supports the development of personal and social skills by encouraging the children's co-operation, patience and open-mindedness towards the ideas of others.

### **Environmental**

The children at St Oswald's are encouraged to develop an awareness of the environment through direct experience as well as secondary sources. We aim to stimulate their knowledge of how and why we need to maintain, protect and improve the quality of the environment Pupils are encouraged to be courageous advocates for the local and global environment; participate in a range of tasks and activities inside and outside the classroom and to make use of the wide variety of possibilities our school site offers- the forest school activities within the wild life garden are an excellent resource.

### **Classroom Organisation**

The curriculum can be delivered in a variety of ways. Classrooms therefore should be organised in a way that allows the children to access necessary resources and equipment depending on the type of activity being undertaken. As children progress through St Oswald's they are encouraged to take increasing responsibility for the choice and organisation of resources, thus reflecting their greater independence and maturity this reflects meta cognitive approaches to learning.

At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for those different learning styles. Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners.

- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people and their possessions.
- Enable children to understand their community and help them feel valued as part of this community.
- Help children grow into reliable, independent and positive citizens. All subjects of the curriculum are taught in classes with differentiation as necessary.

Lessons are taught in a variety of formats; They follow the guidelines and content set out in the 2014 National Curriculum. Typically, lessons include thinking/introduction time, a main teaching activity and a plenary. We aim to make our lessons fun and exciting, using as many different teaching styles as possible, including visual, audio and kinaesthetic methods as well as closed/open questions, discussion, debate, illustrations, labelling, ordering, identification, written work, recording observations, designing, individual/group investigations, audio/visual equipment, role play and drama.

Learning objectives and success criteria can be present using stimulating and varied starting points

### **Assessment**

Assessment for Learning is used in all classrooms as an assessment tool for teachers and for the children to take control of their learning. Assessment is used to inform future planning and teaching and takes place in many ways:

- Day to day assessment is carried out through constructive marking, AfL, observations in class and verbal discussions with children.
- A more formal assessment is carried out every term in Numeracy, Literacy and Science.
- The results of this assessment (along with teacher assessment) are used to determine if children are in the correct ability groups and if they are working at age related expectations.

### **Equal Opportunities**

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children's progress in the foundation subjects through the provision of a balanced curriculum - striving to meet basic skills levels for all in English and

Mathematics. For every child, whatever their background or circumstances; children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, disability, gender and religious beliefs are celebrated Gender; Both girls and boys have equal access to the curriculum SEND Pupils with SEND are supported to help them succeed in all areas of the curriculum.

Staff support all children and the SEND co-ordinator ensures that all children's learning needs are supported through specific resources, visual timetables, individual education plans, personal passports, etc.... (See further information in our school SEND Policy.)

We have high aspirations for all our pupils.

Gifted and Talented Provision is made to develop the talents of more able pupils in a variety of ways. Through increasingly complex investigative tasks, and open ended tasks which enable them to tackle more complex issues and understand more difficult concepts.

### **Curriculum Monitoring, Review, Evaluation and IMPACT**

The Curriculum co-ordinator- Mrs Wood is responsible for monitoring the curriculum. Monitoring is done in several ways, including:

- Regularly looking at the class work in books and classrooms
- Monitoring planning
- Through analysing assessment data
- Monitoring targets
- Lesson observations
- Work scrutiny
- Displays
- Curriculum walkabouts
- Pupil discussions
- Staff meetings
- CPD The curriculum co-ordinator is responsible for keeping abreast of current developments in the teaching of the whole curriculum.

St Oswald's is organised with specific subject leads who are specialists in their specific subjects. All findings from the monitoring cycle are shared with the Learning and Teaching Committee who reports to the Full Governing Board.

### **Policy Links**

This policy links with all specific subject policies, SEND Policy, Equality Act 2010, CPD policy, etc.

**Review**

This Policy will be reviewed annually