



Barnabas Oley School

Curriculum Policy

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Revision History

Version	Author	Summary	Review Date	Next Review
1.0	Mrs Black		16/6/2008	
2.0	Mrs Fogg	Policy to include subject policies	10/1/2011	
2.1	Curriculum Committee	after discussion on 10/1/2011		
3.0	Curriculum committee	Following review June 2012	Nov 2012	Summer 2013
3.0	Curriculum committee	No changes	June 2013	June 2014
3.1	Mrs Smith	Amendments to reflect changes of New National Curriculum (September 2014)	October 2014	Summer 2016
3.2	Mrs Smith	Further additions to reflect changes in curriculum and assessment	May 2016	Summer 2018
3.3	Curriculum Committee	Minor amends	May 2018	May 2020

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1 Introduction

The School aims to provide a caring and disciplined environment in which children are able to develop their full potential, within the framework of the National Curriculum, the agreed RE Syllabus and the Agreed Curriculum for the school.

Since this is a church school, the values of Christianity are built strongly into our ethos.

We encourage strong links between school, home and the village community

We aim to teach the children to respect the needs, opinions and rights of the individual and the values of a mutually supportive society.

We further seek to encourage in the children confidence in their own abilities and a pride in their school.

2 Values

Barnabas Oley C of E School is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

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. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

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 the children in our school.

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.

See also SMSC Policy for our British Values.

3 Aims and Objectives

The aims of our school curriculum are:

- to provide a broad and balanced education to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- to enable children to be creative and to develop their own thinking;
- to ensure that each child's education has continuity and progression;
- to provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
- to enable children to be positive citizens in society;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;

- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- to recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;
- to treat children in a dignified way.

4 Teaching and Learning Style

We use a variety of teaching and learning styles. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. They use ICT in lessons where it enhances their learning. The children take part in role-plays, discussions and they talk about their learning to the rest of the class. There are opportunities to engage in a wide variety of problem-solving activities.

We recognise that there are children of widely different abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping children by ability in the class and setting different tasks for each ability group;
- providing resources of different complexity, matched to the ability of the child;
- Using teaching assistants to support the work of individual children or groups of children;

or a combination of any of the above.

5 Curriculum Planning (see also Teaching and Learning Policy)

The school provides a curriculum which strives to develop the work of individual children according to their age and ability. The school has developed a curriculum plan which incorporates the current statutory National Curriculum subjects of English, Mathematics, Science, Design Technology, Information and communications Technology, History, Geography, Modern Foreign Language, Art and Design, Music and Physical Education. Also included in the Curriculum is Religious Education, and Personal Social and Health Education (including citizenship and sex education).

We ensure that the topics studied build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge, and we ensure that planned progression offers the children an increasing challenge as they move through the school.

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan maps the topics studied in each term for the whole school over a four-year cycle. Each class teacher is responsible for medium- and short-term planning based on this four-year cycle.

As our classes are mixed-age, the four-year rotation of whole school topics is necessary to ensure that children have coverage of the agreed topic-based curriculum but do not repeat topics within a Key Stage.

The whole school topics are evaluated regularly to take account of changes in local and national contexts and changed where necessary.

6 Curriculum Content

6.1 English

Not only literacy – reading and writing, but also speaking and listening, including the teaching of phonics and grammar. Children learn to read and write a variety of different texts such as poems, stories, letters and non-fiction. In literacy the children work together as a class and also in ability groups. Language skills are taught to all children so that they develop the skills they will need to speak, listen and read and write with fluency and understanding.

There is a well-established and growing collection of books of all kinds across the school valuing books as part in the work of the school. Children regularly take books home to read. A clear, legible style of fully cursive handwriting is taught.

Children write on a variety of topics and develop the ability to spell and punctuate. They are encouraged to discuss ideas and to communicate clearly with others in both speech and writing. A good deal of children's writing develops from topic work.

6.2 Mathematics

Not only arithmetic but also shape, measurement, graphs and problem solving. In the daily numeracy lesson children work as a class and in ability groups. Most lessons involve mental calculations with the written ways to calculate being taught when children have had a chance to develop a good understanding of mental methods. A large part of mathematical work is practical and this helps children to understand mathematical concepts.

6.3 Science

We teach children how to investigate in science as well as about living things, materials and physical processes such as electricity or magnetism. Science is taught so that children begin to make sense of the world in which they live. The skills of planning, observing, investigating, recording, predicting, evaluating and communicating are included in this subject. Science content is divided into Chemistry, Biology and Physics strands.

6.4 Computing

Children learn to use computers and other equipment such as digital cameras and iPads. We teach children computing in the suite and as part of other subjects. There is a mobile laptop trolley and iPads for additional classroom use. Computing is used across the curriculum for a variety of functions as well as for the knowledge of computers. Skills such as keyboard use, information retrieval, programming, word processing, and presentation are all important aspects within the area of the curriculum. Computing is both a tool for children in their learning and a tool for teachers in their teaching, planning and assessment.

6.5 Design and Technology (D&T)

In design technology children learn a range of practical skills and how to plan and make things for a purpose. Children develop the skills of designing and making, and using tools appropriately and safely, and cooking. They develop their technical knowledge and evaluate their ideas and products.

6.6 History

In history children learn how we know about the past and learn about important people and periods in British and world history. Children are encouraged to understand the importance of History through carefully planned topics covering a wide range of knowledge and skills.

6.7 Geography

In geography children learn about Britain and other parts of the world and about features of the landscape, climate and maps. They develop geographical skills including fieldwork.

6.8 Foreign Languages

We have chosen to teach Spanish across all years 3 – 6. There are additional opportunities through Language Club and extra curricular activities.

6.9 Music

Children have opportunities to listen to and enjoy good music, to take part in group singing and to play a variety of instruments, including current specialist instruction from music tutors who visit school and playing and making up their own music. They also develop an understanding of the history of music. Music, dance and drama are often linked.

6.10 Art and Design

In Art and Design children learn how to create pictures in a range of different media, to develop their own ideas and put them into practice. Much of the work in Art and Design links to topic and environmental work. Children learn to look at things carefully and develop an awareness of colour, pattern, texture, line and shape. They use materials of all kinds including paint, ink, dyes, fabrics, wood and clay. In visual and other arts we provide opportunity for children to collaborate with “real” artists and to learn about the works of famous artists.

6.11 Physical Education (PE)

In PE children learn the skills needed to play a variety of games and develop their overall fitness. All children are taught to swim in our school pool. The school is well equipped with large apparatus and the Physical Education programme includes gymnastics, dance, swimming, outdoor activities and games, for which the necessary skills are developed. Children take part in intra and inter-school games and matches.

6.12 Religious Education (RE)

In RE we follow the locally agreed Cambridgeshire Agreed Syllabus and teach children about the values of Christianity and about the Bible and Christian belief. We also teach about other faiths to help children learn respect and understanding of other beliefs. Parents can choose to withdraw their children from Religious Education and Assemblies.

6.13 Citizenship, Personal Social and Health Education (PSHE)

We follow the Cambridgeshire PSHE scheme of work which incorporates PSHE modules with Staying Safe activities. Our school council demonstrates to children how democracy works. We encourage healthy eating and a healthy life style and use the Life Education Centre to teach about drugs. Sex and relationships education is taught within the PSHE programme of learning.

7 Early Years Foundation Stage

We teach all areas of learning to the reception class in relation to the objectives set out in the Early Learning Goals (ELGs) that underpin the curriculum planning for children aged three to five. The separate Early Years Foundation Stage Policy sets this out in greater detail.

8 Teaching Children with Special Needs (see also SEND Policy)

We teach all subjects to all children, whatever their ability or needs. Children with Individual Education Plans (IEPs) have learning opportunities and targeted support that are matched to their needs.

9 Assessment and Recording

The school uses a school designed and commercially produced framework for assessing children in all areas of the curriculum.

The school uses standardised tests in reading, writing and mathematics, grammar and spelling at the end of Years 1, 3, 4 and 5, and children take statutory national tests at the end of Years 2 and 6.

Children in the Early Years Foundation Stage (EYFS) are assessed at the end of their pre-school period, in their first term at school and the final evaluation for the EYFS is undertaken by the teacher at the end of the Reception year.

Children's progress is carefully assessed through formal and informal assessment techniques. Results are recorded half-termly against nationally set criteria. This information is shared with parents during consultation appointments with teachers and through the annual report.

Children are actively involved in self- and peer-assessment and in the setting of learning targets.

At the end of KS2 (Year 6) and KS 1 (Year 2) children take part in Statutory Assessments. Results are published each year. EYFS end of stage data is also submitted for local and National comparisons.

10 Resources

We keep curriculum resources in central stores – most freely accessible for pupils to select. The library contains a good supply of books to support children's individual work. Laptops and iPads are in mobile units for ease of use.

11 Monitoring and Review

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher and senior staff monitor lesson planning for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

The curriculum committee of the Governing Body is responsible for monitoring the way the school curriculum is implemented. This is achieved through Governor Visits and through reports from the Headteacher and subject leaders.