



## The Thames Bridge C of E Federation

### Curriculum Policy - November 2016

The governing body of Clifton Hampden C of E Primary School and Culham Parochial C of E Primary School has agreed to adopt this policy as set out below.

#### **Monitoring and evaluation**

This policy will be monitored by the Governors and reviewed by the staff as part of the school's monitoring cycle.

Date of writing – November 2016

Date of review – November 2018

Date policy approved by Governors .....

Signed:

Headteacher: .....

Chair of Governors: .....

## **Introduction**

In the Thames Bridge C of E Federation we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

The curriculum is a means for us to embed the agreed aims of the Bridge C of E Federation:

- ✓ develop high standards of individual achievement across the curriculum;
- ✓ have fun whilst developing lively and enquiring minds and a love of learning;
- ✓ develop self-confidence, conscience and positive thinking;
- ✓ acquire knowledge and skills relevant to life in an ever changing world;
- ✓ learn to respect religious and moral values and to celebrate the diversity of human culture, religions and ways of life through the teaching and values of the Christian faith;
- ✓ acquire an understanding of the society in which they live, the interdependence of individuals, groups, communities and nations;
- ✓ develop a sense of responsibility and respect towards themselves and others and to form, and sustain, good personal relationships;
- ✓ develop an awareness of the need to keep healthy and safe.

And most importantly, start to develop the capacity to live as independent, self-motivated adults, integrating with and contributing to society as well as being valued by it.

We are continually reviewing and improving the curriculum we offer to our children. The curriculum is evolving according to the needs of our children and to the aspirations of the staff and community.

## **Values**

Our Federation curriculum is underpinned by the values that we hold dear in the federation. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our Federation, 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.
- ❖ We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through newsletters, topic webs and homework, and are positively encouraged to become involved.

### **Aims and Objectives**

The Federation aims to develop the whole child. By this we mean the development of the child academically, emotionally, socially, physically, spiritually and morally, to the highest standards.

This is attained by setting the highest expectations for each child's achievement and by providing a creative curriculum that is broad and balanced as well as being enjoyable, interesting, fun and engaging.

We seek to develop positive attitudes and dispositions to learning, as well as to improve skills and increase knowledge.

Since children learn in a variety of ways, the Federation aims to support effective learning through adapting teaching to different learning styles, innovation and creativity.

Our aspirational aim is that all children are **keen and willing learners** who are:

- fluent readers with a love of books;
- expressive and accurate writers, able to communicate for a variety of different purposes;
- clear and correct speakers of English;
- mathematicians who apply basic skills, knowledge and strategies to solve problems;
- curious scientists full of wonder about the world;
- confident users of computers;
- lovers of music;
- participants in physical activity, having opportunities to compete against others and to develop an awareness of their own responsibility to keep fit and healthy through exercise and healthy eating;
- innovative and creative designers and artists, able to handle a wide range of materials;
- responsible citizens with an awareness of other people, places and beliefs, now and in the past;

## **Organisation and Planning**

It is the attitudes and conditions for learning that enable the curriculum to have greater success and relevance. We aim to provide a curriculum that is both challenging and engaging. To achieve this, topics are used to link subjects together; however, some English skills are developed separately and then used in all topics to communicate meaning. In most cases, mathematical understanding is taught separately.

In the Thames Bridge C of E Federation we are keen to develop opportunities for children to apply their learning in different ways. Providing enterprise activities within the curriculum enables children to apply their learning in a range of different contexts and draws upon a range of skills. Whenever possible, we are keen for children to take the initiative in determining the gaps in their learning and taking action to close the gap and improve upon their previous best. We are keen for children to experience 'learning to learn' as a preparation for future learning. As part of the curricular planning, we endeavour to enrich our topic plans through visiting speakers, workshops and educational visits both locally and further afield.

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give a clear overview of the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

Throughout the school we adopt a creative 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.

## **Children with Special Needs**

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 only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEND 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 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 an Education, Health and Care Plan, where a coordinated

assessment involving a number of agencies is carried out. We provide additional resources and/or support for children with special needs.

### **The Foundation Stage**

The curriculum that we teach in the Foundation Stage class meets the requirements set out in the Statutory Guidance for the Early Years Foundation Stage. Our curriculum planning focuses on the seven areas of learning. There are three prime areas; Communication and Language, Physical Development and Personal, Social and Emotional Development. Additional to this are the four specific areas through which the prime areas are strengthened and applied. These specific areas are: Literacy, Mathematics, Understanding of 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. Teaching in the Foundation Stage 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 the 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.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents with regular parent teacher consultations and an open door policy. This relationship is nurtured throughout their time in Foundation Stage and onto KS1.

### **The Role of the Subject Leader**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

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. 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.

### **Monitoring and Review**

Our Governing Body's Teaching and Learning Committee is responsible for monitoring the way the Federation curriculum is implemented.

The Head teacher is responsible for the day to day organisation of the curriculum and monitors the curriculum through planning, work scrutiny and classroom observations.

Other monitoring by subject leaders ensuring they are aware of the way their subject is taught throughout the schools. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of The Thames Bridge C of E Federation.

## **Annex A: Curriculum Statements:**

### **A 'Topic' Approach – Science, Geography, History, Art, Design/Technology, Music**

In The Bridge C of E Federation, we have decided to interpret the new National Curriculum in such a way as to maintain a 'topic' approach throughout school. We believe that linking subjects together under a common theme gives learning in the classroom a context and motivates children. Therefore, Science, Geography and History content is divided into a cycle of 'topics'. Wherever possible, English activities link to the topic. Our topics are planned on a 2 or 4-year cycle due to the 'mixed year-groups' nature of our class structure. Our 'Long Term Plan' for Key Stage 1 and 2 is available on the school website.

There is also a 'Long Term Plan' of topics for EYFS.

Each term, each class teacher will provide an overview of coverage in each subject and will also complete a termly 'medium term topic plan' which outlines which programmes of study have been covered, especially in 'linked' subjects such as art, DT, etc.

Some Science and Geography objectives are also developed through learning at Forest School. Opportunities for cross-curricular work is identified in medium term plans ensuring progression and appropriate learning experiences for all pupils.

### **English**

In addition to English work being linked to the topic theme, we have discrete English 'Long Term Overviews' which ensure coverage of the English curriculum for each year group. These plans link the class topic to genres of text and writing activities, speaking and listening activities etc. They also outline coverage of 'Spelling, Punctuation and Grammar' for the year.

'Medium Term' Plans of English learning objectives for each year group/class have been created by each class teacher, to outline learning for each term.

### **Maths**

We have devised Medium term plans to ensure coverage of the statutory curriculum. Medium term plans are adapted into weekly session plans by class teachers to suit the needs of the children.

We have also adopted a Federation 'Calculation Policy' which outlines specifically how addition, subtraction, multiplication and division will be taught throughout the schools. This will be used by class teachers alongside their planning to ensure continuity and progression.

### **Computing**

"The new national curriculum for computing has been developed to equip young people in England with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. Through the new programme of

study for computing, they will learn how computers and computer systems work, they will design and build programs, develop their ideas using technology and create a range of content.” (NAACE – ‘Computing in the National Curriculum’)

The Computing curriculum has changed significantly from the old ‘ICT’ curriculum – in The Bridge C of E Federation, we are using Somerset’s Wessex Computing Plans, interpreting the programme of study under the headings of Programming, Handling Data, Multimedia and Technology in our lives. It also include specific E-Safety activities.

### **Modern Foreign Languages**

We are continuing to teach French as our modern foreign language taught to children within Key Stage 2.

### **Physical Education**

Our PE funding action plan is available on our website, highlighting how the funding will facilitate the enhanced provision of PE.

### **Religious Education**

In The Bridge C of E Federation we follow the Oxfordshire Agreed Syllabus for RE. In addition to this we use guidance from the Oxford Diocesan Board of Education RE Scheme of Work which encompasses a ‘Big Question’ with defined learning outcomes and opportunities for reflection and thought provoking discussion.