



# CURRICULUM POLICY

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Northbourne CE (A) Primary School  
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## Curriculum Policy

At Northbourne, our mission of nurturing excellence is underpinned by our vision of designing and teaching an ***inspiring curriculum that develops the unique talents of all of our children***. We strive to plan and deliver:

- An active, hands-on curriculum which provides a range of motivating and exciting opportunities across all subject areas
- A thematic curriculum that draws creative and meaningful links between a range of curriculum subjects
- A curriculum that is up-to-date, relevant and prepares children for life in a rapidly changing world
- A curriculum which provides stretch and challenge for all pupils, and which constantly stimulates and broadens their interests.

Our curriculum meets the statutory National Curriculum 2014 requirements. Long-term curriculum plans are reviewed by teaching staff and subject leaders on an annual basis. Pupils are involved in evaluating each topic taught, and are increasingly involved in identifying the knowledge, skills and outcomes they would like to be included in the next week, or phase, of their learning. Where evaluations show topics have been less successful in meeting the aims outlined above they are altered or replaced for the following cycle, providing the elements of the statutory Programmes of Study (PoS) which are removed can be incorporated into alternative topics.

### Curriculum design

- Topics include groups of subjects which have a meaningful link. As such, each topic will typically not include every curriculum subject (*topics in Key Stages One and Two tend to include 3 subjects*). Our long-term plans, overseen by the Senior Leadership Team and subject leaders, ensure that this 'blocking' of subjects does not affect statutory curriculum coverage.
- Topics typically start with a 'wow' event to stimulate pupils' interests. Many topics involve a visitor coming into school and / or a trip out of school. These include visits which take advantage of the local environment and which therefore have minimal cost to parents (for example to the local park, the railway centre), as well as trips further afield (Marwell Zoo, the Mary Rose, the Black Country Museum).
- Our current topics are typically built around History, Geography / Global Citizenship and Science topics. Art, Design-Technology and Music run through these topics, and outcomes of these are linked to the overall theme being taught.
- Each subject within the topic typically has a planned outcome, identified in discussion with pupils at the medium-term planning stage. The skills needed for these outcomes are taught throughout the topic, building up to this final point.
- Literacy teaching is linked to the main topic being taught. Typically, this means that texts being used as models for writing and the outcomes of each literacy unit are linked to the main class topic. Where good quality, appropriate texts are available, guided reading texts may also be linked to the main topic. Both fiction and non-fiction texts, linked to the main topic, are used during literacy teaching.
- Maths is typically taught as a discrete subject. Where links exist, however, these are made. Pupils will also typically use and apply their maths skills in topic-related contexts across the rest of the curriculum; for example, reading scales and calculating averages in Science. PE is also taught discretely, although Dance typically links to topic work.
- ICT skills are taught in every topic, and pupils use and apply these skills within the context of the topic.
- Our vision outlines our commitment to helping ***children learn about themselves*** and ***learn and grow together***. One of our key ways we go about meeting these aims is through our PSHCE (Personal, Social, Health and Citizenship Education) curriculum. This is mostly based on the SEAL (Social and Emotional Aspects of Learning) programme. The PSHCE curriculum also includes a range of other topics, including, for example, fire safety, drugs education and sex and relationships education.
- Global Citizenship, including eco-work and our Comenius links, are generally layered throughout appropriate topics.
- As a church school, we place particular emphasis on the importance of good quality, motivating RE teaching. We have a number of whole-school focus days throughout each year which look at particular aspects of Christmas and Easter. To secure meaningful, quality RE teaching, this is sometimes linked to topics (for example, learning what religious principles

guided the Victorian reformers in *We Are Not Amused!*, Y5 and 6; looking at Hinduism in *The Spice of Life*, Y3 and 4) and sometimes taught discretely.

- At the start of each year, long-term plans are amended to include specific whole-school focus weeks. These may reflect local, national or international events (World Book Day and the Olympics, for example), or link to School Development Plan priorities (such as International Week). The same principles apply when planning these weeks as used throughout the rest of the curriculum.

Whilst we teach blocks of subjects linked to an over-arching topic, we ensure we maintain the integrity of each individual subject area. Subject-specific skills outlined in the National Curriculum are taught and explicitly linked to their curriculum area; for example, pupils are taught that skills of observation, fair testing and drawing conclusions are used in scientific enquiry, whilst applying these in a context linked to the class topic.

Teachers use the long-term topic plans below to write medium- and short-term plans.

This policy links to our Maths and Literacy policies, our Learning and Teaching Policy Statement, and the curriculum statements for non-core subjects.

## Learning and Teaching Policy Statement

The following principles, which we believe are characteristic of outstanding classroom practice, underpin learning and teaching at Northbourne CE (A) Primary School.

Outstanding learning and teaching is that which ensures all pupils make progress. We believe this happens when pupils take part in a wide range of enjoyable and motivating activities; when these activities are carefully matched to the current level of attainment of individuals and planned with an awareness of what pupils need to learn next; and when marking and assessment feed directly back into planning for subsequent learning.

### **Ethos and atmosphere**

- All pupils are engaged, motivated, excited and challenged and, as a result, enjoy learning
- Everyone plays a part in the lesson
- Classrooms are inclusive, safe and secure, promoting risk-taking and independent learning by all
- There are high expectations of what pupils can achieve, and a rigorous approach to ensuring this happens
- Outcomes are of a very high quality, due to high expectations of teachers and of pupils themselves

### **The classroom environment...**

- Is enthusiastic, lively and bubbling over with enjoyment
- Is built around excellent pupil behaviour and positive relationships between pupils and their peers and between pupils and adults working in the classroom
- Contains high quality resources which children are encouraged to use independently as aids to their learning
- Includes displays which both celebrate work and those which provide prompts and other tools to help pupils make progress (for example, working walls)
- Sees other adults working effectively with pupils to secure progress and identify next steps

### **Assessment for Learning**

- Lessons are consistently based on accurate and focused assessment information, and this has a striking impact on the precision and pace of teaching
- Opportunities for assessment, by all adults in the classroom, are built into the lesson at regular points. Planning is then flexible enough to be adapted on the basis of this information gathered
- Within a session, pupils know what they are learning and how to succeed
- Pupils know their next steps, and can explain how they can make further progress
- Peer and self assessment are effectively used to move learning on
- Marking is consistently to a high standard, identifying next steps and making pupils act on these
- A broad range of assessment tools are used, including hands-down strategies, open-ended questions and activities

### **Learning and teaching**

- Is active, practical and based on children 'doing' rather than just listening
- A variety of (sometimes innovative) teaching methods are used, tailored to learning styles within the classroom. Children learn individually, in pairs and in groups; inside and outside the classroom; using ICT; using games, music, art and drama; in quiet and in more lively environments...
- Teaching is closely matched to learning and geared around helping children make progress. Differentiation is thoughtful and accurate
- Open-ended activities are used widely to allow children to demonstrate their true understanding
- Questioning is of a high standard, and encourages pupils to explain themselves fully
- Children talk more than their teacher, both to adults and their peers...teacher inputs are short, precise and well-paced
- There are opportunities for pupils to lead their own learning
- Guided groups are used as an opportunity for teachers to further develop learning
- Pupils know what they are learning and why, and how this fits into previous learning
- Adequate time is devoted to securing quality outcomes