



Curriculum policy

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Northbourne CE Primary School
Cockcroft Road,
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Curriculum Policy

At Northbourne, our mission of nurturing excellence is underpinned by our vision of;

- Igniting a love of learning and educates all children to excel as individuals
- Promoting responsible and compassionate global and local citizenship
- Developing and nurturing self-aware, resilient and healthy children.

Our curriculum is central to us fulfilling this vision. With this in mind, 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 promotes responsible and compassionate global and local citizenship
- A curriculum which develops and nurtures self-aware, resilient and healthy children through its focus on Personal Development, PSHE and Social, Moral, Spiritual and Cultural development.
- 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. 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 Programmes of Study (PoS) and the associated skills and knowledge which are removed can be incorporated into alternative topics.

Non-core subjects have a clear progression of knowledge and subject-specific skills from Nursery to the end of Y6. Within the curriculum for these subjects, staff strive to plan challenging and ambitious endpoints and check that pupils are developing a strong cumulative understanding during their time at Northbourne.

Curriculum design

English

- Reading, Writing, Phonics and Speaking and Listening are at the heart of our curriculum. Wherever possible, links are drawn between the development of English skills and the content of the wider curriculum; the teaching of writing and reading are usually based on contexts drawn from topics.
- The English skills of grammar and punctuation are embedded into the teaching of writing. In Key Stage Two, spelling and handwriting are taught discretely.
- Phonics is taught, using Read Write Inc, from the start of Nursery through to the end of Y2. Where pupils remain less secure with decoding beyond this, they continue to receive small-group support for phonics. In Early Years and Key Stage One, spelling is taught through phonics; in Ys 1 and 2, handwriting is also embedded within this teaching.

Maths

- Maths is taught through a mastery approach from the start of Reception. Long-term plans follow the progression of learning outlined in the White Rose materials; the order of these units is tweaked and altered on an annual basis to ensure that all curriculum objectives are covered as fully as possible each year.
- Teachers aim to ensure that each lesson covers all three aims of the National Curriculum (fluency, reasoning and problem solving), and use a range of resources – including structured apparatus, models and images – to do this.
- 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.

Non-core curriculum

- The curriculum is blocked into topics, typically a short term in length (around 6 weeks). Our current topics are typically built around History, Geography / Global Citizenship and Science.
- Science (1hr per week), RE (1hr per week), PSHE (45mins), PE (2hrs per week) and languages (in Key Stage Two, half an hour a week) are taught every term, regardless of the overarching topic. More information about the structure of these subjects is included in appendix 1.
- Other non-core subjects – History, Geography, Art, Design Technology, Music, Computing – are typically taught every other term; they are not included in every topic. Each of these non-core subjects is taught for a minimum of 18 hrs in each year of the two year curriculum cycle.
- Groups of subjects which have a meaningful link to the over-arching topic are blocked and taught together to encourage pupils to make links between different areas of learning. 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, and that they secure strong progression in knowledge, skills and understanding.
- Topics typically start with an 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 Black Country Museum).
- Teachers use elicitation activities – especially in Science – to identify what pupils already know and can do. Outline plans are then amended to ensure planned endpoints are challenging and build on what children already know.
- Children are supported to know more and remember more about non-core subjects by structuring these around key themes that then run through as many different topics as possible. This enables children to return to skills and knowledge learnt previously, building on these as they move through the school.
- ICT skills – beyond Computing - are taught in most topics, and pupils use and apply these skills within the context of the topic.
- All topics reflect the three aims of our school vision (see p2) to as great an extent as possible. These lend themselves to some topics more directly than others and forced links are avoided; however, every topic would have a focus on social, moral, spiritual and cultural development to ensure this remains central to our work.

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 and knowledge outlined in the National Curriculum are taught and explicitly linked to their curriculum area. In this way, we aim to ensure pupils develop the disciplinary skills of the subjects taught across the curriculum.

Learning and Teaching Policy Statement

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

Outstanding learning and teaching is that which secures progress from all pupils by ensuring they know more and remember more. 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

Appendix 1: Non-core curriculum subjects

| Science | RE | PSHE | PE | Languages: French (KS2) |
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| <ul style="list-style-type: none"> • 1 hr per week • Based around a 'big question', for example, <i>Why Don't Penguins Feet Freeze</i> • NC scheme of work for Being Scientific ie skills of Science are taught in ever unit of work • Supported by a range of resources and often linked to work in English • Science starters – including Odd One Out and Plus, Minus, Interest - develop thinking skills in each lesson | <ul style="list-style-type: none"> • 1 hr per week • Based around a 'big question, for example, <i>What did Jesus do to save human beings?</i> • Christian teaching Based around the Understanding Christianity materials (4 out of 6 units a yr) • Other world faiths build over the key stages: Key Stage One focus on Judaism, Lower Key Stage Two Hinduism and Judaism, and Upper Key Stage Two Islam, Hinduism and Judaism (2 out of 6 units a yr). | <ul style="list-style-type: none"> • 45mins planned teaching per week with additional top-up where needed. Supplemented by links in whole-school assembly • Based on Jigsaw scheme of work, supplemented by additional quality resources enabling a keen focus on SRE and safeguarding within this teaching | <ul style="list-style-type: none"> • 2hrs per week (from Y1 upwards); broad skills development in YR into Key Stage One, with the second hour of teaching in Y1 and 2 focusing on fitness. • In Key Stage Two, football, netball / basketball and tag rugby taught every year, along with swimming, dance and athletics. Four fitness units are also taught each yer. The remaining units are taught once each in the two year cycle to provide breadth of experience. | <ul style="list-style-type: none"> • 1/2 hr per week • Based on PlanIt French • Key focus on development of speaking, listening and reading, with vocabulary layered from Y3 – Y6 • Upper Key Stage Two explores aspects of French grammar • Focus on cultural aspects of France and other French-speaking countries |