



Curriculum Policy

Introduction

The curriculum covers all of the statutory expectations that are then planned into activities that promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum and of the agreed syllabus for Religious Education, but also a range of extra-curricular activities that the school organises in order to enrich the experiences of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

Values & Vision

At Bishop Carpenter we believe that it is important to develop core values by which to live and cultivate moral virtues that support and form character, spiritual awareness and self-esteem. We feel a deep responsibility to nurture core values that can be shared and expressed by all regardless of faith or belief. As a school and community we seek to explore the meanings of core values and their significance in Christianity, other religions and secular teachings.

In partnership with our community, we aim to establish secure roots for every child, no matter what their starting point, enabling them to fulfil their potential in a small nurturing environment.

Our Christian values and principles, underpin our endeavour to equip all of our children with confidence and skills that will enhance their ability to grow into independent, lifelong learners and develop as valued individuals.

The curriculum that we provide is broad, balanced and creative which promotes the social, physical, intellectual, emotional and spiritual well-being of all. We encourage our young people to be outward looking and to develop their interest and knowledge of the wider world beyond their immediate community.

We provide Roots and Wings.

Aims and Objectives

- To enable all children to learn and develop their skills to the best of their ability;
- To promote a healthy and positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- To teach children the basic skills of English and Mathematics;
- To enable children to be creative and to develop their own critical thinking;
- To teach children about the developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To enable children to be positive citizens in society;
- To fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education



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- To teach children to have an awareness of their own spiritual development, understanding right from wrong;
- To help children understand and value 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, high self-esteem, and to be able to live and work co-operatively with others.

Curriculum Vision (how our school vision drives our curriculum)

At Bishop Carpenter, there is a shared and ambitious vision – to deliver excellence in education and achieve the very best outcomes for all children, so that they can achieve their fullest potential. Our vision is achieved through a truly exciting, challenging, inspiring and relevant curriculum; one which is built upon the foundations of reading, writing and arithmetic. It is a curriculum that is shaped by our moral purpose and develops the key skills of confidence, innovation and resilience. A curriculum which provides opportunities for children to explore the world around them; to ask questions, solve problems and find answers; to experience a broad and extensive range of life experiences, that prepares them for life in modern Britain and empowers them to achieve success in the future.

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website: www.gov.uk/government/publications/nationalcurriculum-in-england-framework-for-key-stages-1-to-4.

Each year group has a long-term plan. This shows the topic and which National Curriculum subjects are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We teach all subjects using the National Curriculum (2014).

Our medium term plans show the subject focus for each week within the topic.

Our short-term plans are those that our teachers write on a weekly or daily basis and support them to structure the learning and to focus on what is being learnt. 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. Weekly plans are written for English and Maths, showing support and scaffolding for groups, where needed.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum, and there is planned progression in all curriculum areas. Children who excel in an area of the curriculum will be supported well with appropriately challenging learning opportunities.

In addition to the planned curriculum, we embrace opportunities to further broaden our pupils' learning;

This takes many forms and includes: collapsed timetable days, worship events such as Bspace, sporting events, Forest School and outdoor learning and the many leadership roles that pupils are encouraged to take, such as House Captains, school council and worship team.

We have created an inclusive and ambitious curriculum that meets the needs of disadvantaged pupils and pupils with SEND well. Planning ensures opportunities for all groups of pupils to acquire the knowledge and cultural capital they need to succeed in life. The integrity of our curriculum is maintained right up to the end of KS2, ensuring there is no narrowing of the curriculum. As a result, the curriculum is both inclusive and broad in its nature.

We aim to provide opportunities for reading at length across the curriculum. Reception children have daily phonic sessions and children in Key Stage One continue to benefit from additional daily tuition in phonics, in addition to whole class guided reading. Opportunities for extended writing across the curriculum ensures children have a purpose for writing. Where possible, links between the maths curriculum and other areas of the curriculum are



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made, to provide opportunities to apply knowledge and skills. Our curriculum is word rich and vocabulary is taught explicitly within subjects and across the topic. This, together with a clear focus on vocabulary within the teaching of guided reading will ensure children have opportunities to extend their vocabulary and comprehension.

Our creative curriculum is delivered through a series of 'themes'. Where possible, the theme is embedded within the teaching of reading and writing, providing meaningful learning opportunities for children. The themes begin with an 'engage' activity. This provides experiences that make links to prior learning and provide a 'hook' for subsequent learning. It also excites the children about the learning to come; sparks curiosity and encourages children to ask questions. During the 'develop' stage, children are taught facts and information about the subject, to deepen their understanding, whilst also applying skills and allowing children to explore and test their own ideas.

Objectives are explicitly taught and also linked to experiential learning and the future outcome of the unit of study. The learning is purposeful and enhanced by creative opportunities for reading, writing, talking, making and doing across the curriculum. The 'outcome stage' is the culmination of the terms' work and can take various forms. It is a reflection on all the knowledge and skills children have gained, a celebration of their successes and a time for peer, self and teacher assessment of learning.

To ensure progression, 'knowledge organisers' detail the knowledge, skills and vocabulary taught in each unit of work. Explicit links between learning and the three-stage curriculum design: engage, develop and outcome, help pupils remember and 'know' the work they have done. (The KOs are a key part of our SDP 2020 onwards)

Ongoing assessments, check children's understanding and identify curriculum content that needs re-visiting. Formative assessments are made in all areas of the maths and English curriculum. PIRA and PUMA assessments are used, alongside teacher assessments, to ensure judgements are robust. Internal and MAT wide moderation ensure additional rigor. Since September 2019, we have also been taking part in the national comparative judgement programme to increase all teachers' pedagogical understanding of writing across key stages. Assessment frameworks for science, Computing, RE and PE inform planning, teaching and subject development. Assessment frameworks are used to identify and close gaps. Summative assessments are made for reading, writing and maths. Assessment frameworks are child-centred and intend not to generate huge amounts of work for teachers. Assessment information informs future planning for SLT, subject leaders, teachers and development priorities within the WMAT.

Bishop Carpenter is part of the North Oxfordshire School Sports' Partnership, enabling our children to access a comprehensive range of inter and intra-school sporting tournaments and festivals. An experienced Sports' coach leads PE and sport across the school, ensuring effective use of the Sports' Premium. The Sports' Premium has had a positive impact on pupils and has provided CPD for staff, a range of additional coaching sessions for pupils (which are also attended by the class teacher to ensure ongoing CPD) and opportunities for intra-school and inter-school competition.

Our curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It is 'word rich' and builds 'cultural capital', providing opportunities for academic, technical, creative and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.

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 and advice has been sought from external agencies, i.e. the Educational Psychologist.



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If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the class 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, through quality first teaching. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers.

The school provides a profile and provision map for each of the children who are on the special needs register. This sets out the analysis of the need, strengths and areas for development and how these will be supported. Advice from the appropriate external agencies is incorporated into the profile.

The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Years Development criteria and on developing children's skills and experiences, as set out in this document. The curriculum projects are identified on Cornerstones Maestro and are mapped for progression coverage.

We use Letters and Sounds as a phonics teaching and reading scheme within EYFS. Children are encouraged to select additional picture books to share with their parents at home.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the pre-school providers in the area.

During the children's first couple of weeks in the Foundation class, the teachers begin to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year. We use Tapestry system to record and monitor a child's progress throughout the school year.

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 of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject-including an action plan to improve standards within the subject;
- support and offer/signpost advice to colleagues on issues related to the subject;
- monitor effective coverage and progression of the national curriculum objectives;
- Monitor children's success within the subject through pupil voice interviews, book scrutiny and assessments
- Plan/signpost pedagogical and subject specific CPD for teachers
- Provide/signpost efficient resource management for the subject.

The school gives non-core subject leaders non-contact time when necessary, including on teacher training days, so that they can carry out the necessary duties involved with their role. 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



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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.

Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented. The governors have a monitoring calendar which reflects the key areas of the School Development Plan as well as curriculum development across the school. Governors also monitor the curriculum and impact of Religious Education and Worship.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the curriculum map, ensuring that all classes are taught the full requirements of the National Curriculum.

Reviewed September 2020 by Headteacher

Next review due: September 2022

Approved by the Local Governing Body on 6th October 2020