



# **BISHOP LOVEDAY CE PRIMARY SCHOOL**

## **Curriculum Policy**

Signed: Headteacher

Signed: Chair of Governors

Reviewed by governors: September 2019

Date for next review: September 2021

## 1. Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

## 2. Values

At Bishop Loveday School we work within an inclusive, Christian environment promoting Christian values and a providing opportunity for spiritual development.

Our school curriculum is underpinned by the values that we hold dear at our school. 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 school, upon which we have based our curriculum:

At Bishop Loveday School we belong to a community which:

- Shows **love, friendship** and **forgiveness** to all
- Values and **respects** everybody and everything
- Supports us to develop **courage** and **unity**

## 3. School Vision

- To deliver excellence in education and achieve the very best outcomes for children and staff so that they can achieve their fullest potential.
- To work in partnership with our families and the community to provide an education that embraces academic rigour within the wider framework of spiritual, physical, intellectual, emotional, moral and social development and enables our children to flourish.
- To prepare children for 'life in all its fullness' (John 10:10).

## 4. Aims and Objectives

- 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 teach children the basic skills of English, Mathematics and Computing;
- 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
- 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.

## 5. Curriculum Vision (how our school vision drives our curriculum)

At Bishop Loveday School, 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 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/national-curriculum-in-england-framework-for-key-stages-1-to-4](http://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4). Each year group has a long-term plan. This shows the Cornerstone 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 use the Cornerstones Curriculum across the school and topics are adapted to suit the needs of the children within the cohort. We have an annual review of our long-term plan to ensure coverage across the Key Stages. 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, that 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 Curricula, 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 (see More Able Policy).

In addition to the planned curriculum, we embrace opportunities to further broaden our pupils' learning. This takes many forms and includes: collapsed timetable days (e.g. WW1 anniversary day), World at Work Week, Erasmus Project, sporting events, SCIB (Safeguarding Children in Banbury) and the many leadership roles that pupils are encouraged to take, such as 'House Captains' and Peer Mediators.

We have created an inclusive and ambitious curriculum that meets the needs of disadvantaged pupils and pupils with SEND well. This has been done by carefully considering the specific barriers to learning for each child and planning in order that pupils can achieve the challenging curriculum goals. 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.

Reading is prioritised. Investment in good quality reading books, a re-launch of our library and an overhaul of our reading curriculum has put reading, and the love of it, at the heart of everything we do. We aim to provide opportunities for reading at length across the curriculum. There are timetabled whole-class guided reading and opportunities for reading across the curriculum. Reception children have daily 'Read Write Inc.' 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. The Mastery curriculum in Maths has been developed to enable children to explore mathematical concepts at a greater depth. Where possible, links between the maths curriculum and other areas of the curriculum are 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 'Cornerstone topics'. Where possible, the topic is embedded within the teaching of reading and writing, providing meaningful learning opportunities for children. The topics begin with an 'engage' activity. This provides experiences that address social disadvantage; 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. For example, within the year 5 science-based topic of 'Stargazer', children are 'engaged' with the mobile planetarium; 'develop' knowledge about Earth and Planets and perform 'Space Odyssey' to parents in the 'outcome' of the topic, showcasing what they have learnt during the topic. Whilst teachers are keen to ensure engagement and enjoyment of the curriculum, we are careful to ensure that the 'what' they are learning drives curriculum planning, not the 'how' they are learning it.

Ongoing assessments, including topic 'quizzes', 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. From September 2019, we are also 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 Loveday is part of the North Oxfordshire School Sports' Partnership, enabling our children to access a comprehensive range of inter-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.

## **6. 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.

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. 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 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.

## **7. 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. We use Read, Write Inc. 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 couple of weeks in the Foundation class, the teachers begins 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 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. This is done via a weekly newsletter.

## **8. 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 annual action plan to improve standards within the subject;
- support and offer 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 pedagogical and subject specific CPD for teachers
- provide efficient resource management for the subject.

The school gives non-core subject leaders non-contact time when necessary, 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 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.

## **9. Monitoring and review**

Our governing body is responsible for monitoring the way the school curriculum is implemented. There is a governor linked to English, Maths, SEND, EYFS and the wider curriculum (non-core subjects). The foundation governors 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 and Assistant Headteacher monitor the curriculum map, ensuring that all classes are taught the full requirements of the National Curriculum.