



Curriculum Policy

Policy Approval Date: September 2020 (originated Sept 2014)

Approved by the Governing Body. Please see minutes dated September 2020

Review Date: September 2021

Our Curriculum – Purpose and Intent

At Oughton, we provide a broad and balanced curriculum, which focuses on equipping our pupils with the knowledge, skills, vocabulary and life experiences required for the next stage of their education. We feel passionately that all pupils have the right to succeed and should be developed to become enthusiastic and lifelong learners. We aim for them to make links between areas of learning, retaining and recalling information. We strive to achieve this through a curriculum, which is fun and enjoyable, engaging children and providing them with long term memories. We believe that at our school it is essential to provide pupils with systematic teaching of key skills, enriching their lives with powerful, cultural, life experiences and a key focus on understanding and applying vocabulary.

This policy follows *The National Curriculum 2014* and *Herts for Learning (LA)* guidance.

Curriculum adaptation in response to the Covid-19 crisis

Following school closure in March 2020 and phased return from June 2020, the curriculum was adapted. Oughton continued to provide a curriculum that followed our intent and principles for both pupils in school and those taught at home. This is detailed in Appendix 2. As all children return in September 2020, the staff and pupils will continue to follow this approach, maintaining our curriculum intent outlined in this policy. Assessment of children's understanding and gaps will take place and the curriculum will be adapted to help pupils recover from any missed learning. The Senior Leadership Team have set out principles and considerations - see Appendix 3. Teachers will focus on core curriculum skills while maintaining a balanced and broad curriculum as much as possible. Subject leaders will support staff in adapting and developing a recovery curriculum. All leaders will monitor pupils' progress and outcomes with the expectation that pupils will be back in line with age related expectations by summer 2021.

Relationship to other policies

The school policy on the curriculum takes into account both current statutory and advisory document. This includes equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment plus the SEN (Special Educational Need) Code of Practice and Supporting Pupils at School with Medical Conditions.

Roles and responsibilities of the curriculum: Headteacher, SLT, Governors and other staff

The **Headteacher, Senior Leadership Team and Subject Leaders** will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum.
- The procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve.
- Teaching and learning is monitored through data analysis, observations, discussions with pupils and work / planning scrutiny.
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on targets set in order to make informed decisions.

Other **staff** (Teachers and Teaching Assistants) will ensure that the school curriculum is implemented in accordance with this policy.

The **Governing Body** will ensure that:

- It considers the advice of the Headteacher when setting targets
- Progress towards annual targets is monitored.
- National Curriculum tests and teacher assessment results are published following statutory guidance.
- Parents and carers receive timely reports on the progress of their child against clearly defined expectations.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Staff understand that political issues must be presented to pupils in a balanced way, following the National Curriculum 2014.

Arrangements for monitoring and evaluation

The Governing Body will receive regular updates from the Headteacher on:

- The standards reached in English, maths and science, by every year group, against national averages and similar schools.
- The standards achieved at the end of each Key Stage (including the current tests for Phonics screening in Year 1 and 2) by gender and ethnicity, compared with national and local benchmarks.
- The standards achieved by pupils with special educational needs and groups deemed to be vulnerable.
- The number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils.
- The evidence of the impact of external intervention and support and national strategies on standards.
- The views of staff about the action required to improve standards.
- The nature of any parental complaints.

The Governing Body will receive regular updates from their link subject leaders.

We use our own assessment system for each curriculum area linked to the National Curriculum and age related expectations (maths and English – we follow Herts for Learning) and each curriculum leader analyses the data received. This information is shared with Governors on an annual basis.

The role of the Curriculum Subject Leader

Each curriculum subject has a leader or a team who works to ensure that the curriculum reflects coverage and progression in each year group. Subject leaders monitor planning, work and displays across the school, giving feedback to staff and Senior Leaders. Core curriculum subject leaders are involved in the monitoring of teaching and learning. Subject leaders produce a yearly action plan submitted to the Headteacher and Governors as part of the School Improvement Plan, which is reviewed. Subject leaders liaise with link Governors during the school year.

The role of the class teacher

A class teacher plans for their class following the National Curriculum 2014. Each lesson is planned incorporating objectives, success criteria, differentiation for children regarding their needs, activities, Teacher Assistant support and plenary. Planning is monitored regularly.

National Curriculum Subjects

English, Mathematics, Science, Computing, History, Geography, Design and Technology, Art, Music, PE and RE are all National Curriculum subjects taught at Oughton Primary and Nursery School throughout Key Stage 1 and 2. Modern Foreign Languages (French) is taught in Key Stage 2. We teach PHSE (Personal, Health, and Social Education) across the curriculum and through Jigsaw Programme. We teach the foundation subjects, alongside maths and English where linked, through a creative curriculum approach. We encourage our home school partnership through 'Wow' events, inviting Parents and Carers into school as part of topics. We make links between the subjects wherever possible, giving pupils the opportunity to apply skills and vocabulary in a variety of contexts.

English

'Speaking, listening and reading are the building blocks from which high quality writing emerges.' Mary Myatt

A high quality education in English will teach children to speak, read and write fluently and enable them to participate and flourish fully across the curriculum and in life. At Oughton, we strive to promote high standards of English, by equipping children with a strong command of the spoken and written word and develop their love of literature, through widespread reading for enjoyment.

We aim to ensure children:

- appreciate our rich and varied literary heritage and vocabulary.
- acquire a wide vocabulary, understanding and knowledge of grammar.
- use discussion in order to learn and be able to elaborate and explain clearly their understanding and ideas.
- are able to make formal presentations, demonstrating to others and participating in debate.

- are competent in the arts of speaking and listening and drama
- develop the habit of reading widely and often, for both pleasure and information.
- read fluently, with good understanding.
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work. We also use Word Aware to promote language and vocabulary use across all curriculum areas.

We teach English throughout all lessons, including a defined English lesson. Guided or Shared Reading occurs daily outside the English session and is based on a series of activities during the week within each class. As well as Guided Reading, all children have an individual reading book matched to their level of independent reading – they take this home and are encouraged to read it there as well as to adults at school. Rewards are given to those who read at home to encourage them to maintain this and to develop a whole school love of reading.

We teach phonics using the Letters and Sounds programme from Early Years Foundation Stage. This continues until Year 2 and into Key Stage 2 where needed. Grammar and spelling is taught following the National Curriculum throughout all lessons.

Progression of handwriting is taught and high expectations regarding presentation are instilled across all curriculum areas. Key Stage One focuses on clear letter formation, with the expectation that handwriting is joined by Upper Key Stage Two.

The National Curriculum 2014 outlines what we teach in each year group. We also use Herts for Learning plans to support the teaching of our English lessons. Our short term plans (daily) give details of the main teaching objectives for each unit and show what we teach and how, including key vocabulary and skills to be covered.

We are using the HfL (Herts for Learning) assessment levels to show progress and attainment. On-going assessments are used and are moderated within school and with other schools to ensure consistency.

Maths

At Oughton, we understand that a high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the wonder of mathematics and a sense of enjoyment and curiosity about the subject.

We aim to ensure children:

- become fluent in the fundamentals of mathematics, through varied and frequent practice, with increasingly complex problems over time.
- develop an ability to recall knowledge and apply arithmetic rapidly and accurately.
- reason mathematically by following a line of enquiry, identifying relationships and using mathematical language to explain.
- understand, retain and apply mathematical language.
- solve problems by applying their mathematics to a variety of routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Maths is taught following the National Curriculum 2014. We have adopted planning to focus on short tasks and main tasks, with application tasks within the lesson. Maths lessons are interactive to ensure that all children enjoy and participate in their lessons. Different strategies are taught throughout the school – see Calculation Policy. We follow Herts for Learning Mathematics Essentials planning and we use a variety of resources to help support the learning in Maths. We are using the Herts for Learning Assessment format, to show progress and attainment in maths.

Science

At Oughton, we know that science is essential in today's society for future prosperity. Science teaching at Oughton aims to provide all children with a strong and secure understanding of the world around them. Children will develop the skills needed to enable them to think scientifically, gain an understanding of scientific processes and the uses and implications of science today and in the future.

The knowledge of Science is taught through the teaching of Biology, Chemistry and Physics. Scientific enquiry skills are embedded in all topics taught at Oughton and key skills are developed as the children progress each year. This allows them to build upon knowledge gained in previous years and ensures it is retained into the long-term memory. Specialist vocabulary is taught during each topic and the children are encouraged to use new vocabulary inside and outside of the classroom. The skills of observation, planning, investigating and concluding using scientific vocabulary allows them to become independent learners and question the world around them.

We aim to ensure children:

- develop an interest in the world around them.
- learn and retain key scientific knowledge and vocabulary.
- have regular opportunities to carry out experiments and develop investigative skills.
- are confident in asking, discussing and answering scientific questions.

We are using the Herts for Learning assessment format to show progress and attainment in science.

Computing

We believe that a high-quality, language-rich computing education is essential to support children in their computational thinking and creativity. At Oughton, we ensure that pupils become digitally literate and are able to express themselves as active participants in a technologically advanced world.

We aim to ensure children:

- can understand and apply the fundamental principles of computer science, including abstraction, logic, algorithms and data representation.
- can analyse problems in computational terms and have repeated practical experience of writing computer programs.
- can evaluate and apply information technology to solve problems.
- are competent, confident and creative users of information and communication technology.
- are responsible for themselves and others' safety when using all forms of technology.

We use computers and technology to support learning across the curriculum. We are following the National Curriculum which identifies the programmes of study for each year group. We use the Herts for Learning system for assessment. We ensure that e-

safety is a key focus area within school. All staff and pupils are to adhere to the e-safety policy (see separate policy). We also aim to support Parents in e-safety.

History

At Oughton, we provide a broad History curriculum that provides children with a chronological narrative of the British Isles, from the distant past to the present day, thus gaining an understanding of their own cultural heritage. This will run alongside study of the great civilisations of the past. In our History curriculum, we are dedicated to inspiring children's curiosity and providing them with opportunities to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective. Children will have access to a wide range of historical sources, which will include living history and trips, which will not only drive their analytical thought, but also provide high level historical vocabulary, which the children can take with them into later life. In addition, we will ensure that, through historical study, the children will understand the links between societies and the complex influences on people's lives; how a change on a political, military or national level can affect a community. Our curriculum will also expose the children to the effects of societies on one another: how no historical society existed in isolation, how civilisations changed over time and how their own culture was influenced by other societies. Finally, the children will gain an understanding of the role of their local area in wider British and Global events, how they affected Hitchin and what Hitchin offered during these periods of turmoil.

We aim to ensure children:

- understand how events in the past have influenced life today.
- experience quality historical sources including living history and visits to places of significance.
- develop curiosity and an interest in the past, showing respect for others, in order to inform the future.

Geography

We believe that a high-quality Geography education inspires a curiosity and fascination about the world we live in and develops contextual knowledge of the location of globally significant places – both terrestrial and marine. At Oughton, we enable children to understand the processes that give rise to key physical and human features of the world and how these are interdependent and how they bring about spatial variation and change over time. Throughout their time at Oughton, children have opportunities to develop an interest in Geography, which increases their understanding of their local environment and beyond.

We aim to ensure children:

- develop contextual knowledge of their immediate location and beyond, including their defining physical and human characteristics.
- understand the processes that give rise to key physical and human geographical features of the world.
- become confident in a range of geographical skills, including fieldwork, to enable them to ask and answer questions, interpret different sources and analyse a range of geographical data.
- communicate geographical information in a variety of ways.

Music

'Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.' Plato

At Oughton, we aim to inspire children to develop a love of music and grow as musicians through multi-faceted musical opportunities. We provide these opportunities in class, through whole school singing assemblies, additional tuition, partnerships and extra-curricular activities. We strive to provide enriching life experiences through live musical performances and workshops to inspire the children.

We aim to ensure children:

- perform, listen to, review and evaluate music across a range of periods, genres, styles and traditions.
- learn to sing and use their voices to create and compose music.
- have the opportunity to learn a musical instrument.
- understand and explore how music is created, produced and communicated.
- develop a musical vocabulary.

Design Technology

'Good buildings come from good people, and all problems are solved by good design.' Stephen Gardiner.

High-quality Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. At Oughton, children are given opportunities to design and make products that solve real and relevant problems while building up their resilience. They learn how to take risks and become resourceful, innovative, enterprising and resilient citizens. During the research stage, children have opportunities to learn about real life designers.

We aim to ensure children:

- develop the creative, technical and practical expertise needed to perform everyday tasks and to participate successfully in an increasing technological world.
- develop a wealth of DT vocabulary
- build and apply a repertoire of knowledge, understanding and skills in order to design and make products.
- critique, evaluate and test their ideas and products.
- understand and apply the principles of nutrition and learn how to cook.

We follow the Health and Safety 'Make it Safe' document produced by DATA (Design and Technology Association).

Art

'Every human is an artist.' Don Miguel Ruiz.

Art should inspire pupils, meaning that they can explore techniques with no limits, giving them the opportunity to create without judgement. Each pupil from years 1 to 6 has their own sketchbook which moves with them through the school. This provides them with concrete evidence of their knowledge and skills which gives our pupils a clear view of their progress. There are two main strands of teaching art – the first is the teaching of the artist, their work, context and influence. The second strand is spotting opportunities in other subject areas to link to art. We encourage pupils to reflect and think critically about artwork, using this as a starting point for writing. Through learning about the roles and functions of art, they can explore the impact it has on contemporary life and different times and cultures. They also learn how art contributes to the culture, creativity and wealth of our nation.

We aim to ensure children:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and appreciate creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- are exposed to and experience art in the world, developing their individual interests.

Physical Education

A high-quality Physical Education curriculum inspires all pupils to participate, succeed and excel in competitive sport and other physically demanding activities. At Oughton, we are committed to providing opportunities for children to become physically confident and compete in sport and activities which build character and embed values such as fairness and respect, regardless of ability, gender or race. We also recognise that physical education is essential in leading a healthy life.

We aim to ensure children:

- develop confidence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and team activities.
- lead healthy, active lives.

We promote the participation of PE activities outside of learning hours, through clubs and activities during the dinner times and after school. Our PE Action Plan details our focus and aims regarding funding which includes Sports Premium.

For PE Safety guidance please see Appendix 1.

Religious Education

'RE is like an iceberg. As you unpack ideas, you come to understand the deeper meaning.' *Year 9 pupil.*

RE plays an important role in developing children's moral awareness and social understanding as part of a broad, balanced and coherent curriculum. It enables the children to question the fundamentals of human existence and explore the most basic beliefs of religion. In our RE lessons we promote community cohesion and help children to appreciate the rich cultural diversity in Britain today.

At Oughton, we follow the Hertfordshire Agreed Syllabus for Religious Education.

We aim to ensure children:

- explore their own beliefs as well as those of others through, not only class taught lessons, but also by visits to places of worship and inviting visitors from the local community in to school.
- build their sense of identity and belonging within their immediate and wider communities as well as becoming more tolerant of others.
- develop an understanding and respect of how religious beliefs and values affect ways of living.
- develop an increasingly reflective and caring approach to life through reflective and challenging questions and teaching.

French

'The limits of my language are the limits of my universe.' Ludwig Wittgenstein

Learning a foreign language is essential and it provides an opening to other cultures and liberation from insularity. At Oughton, we teach French in Key Stage 2 and provide an appropriate balance of spoken and written language, enabling children to communicate for practical purposes, understand and respond to its speakers and express ideas.

We aim to ensure children:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak in sentences with increasing confidence, fluency and spontaneity, using familiar vocabulary, phrases and language structures.
- develop accurate pronunciation and intonation so that others understand them.
- write for different purposes and audience, using the variety of grammatical structures they have learnt.
- engage in conversations, ask and answer questions, express opinions and respond to others.

Personal, Social, Health Education

PSHE provides a foundation for children's learning and development as well as their wellbeing. At Oughton, we value the importance of PSHE in preparing children for the opportunities, responsibilities and experiences of adult life. We aim to develop them to become lifelong learners. We use the Jigsaw Programme to enhance our PSHE curriculum, which aims to improve the children's capacity to learn across the curriculum and could ultimately improve their life chances. We teach the children to understand and respect British Values and our Oughton LIFE values – Learning, Inclusion, Friendship, Enjoyment for Everyone. All pupils can achieve and we support them to develop a growth mindset with no limits on their learning.

We aim to ensure children:

- value themselves and others.
- form positive relationships.
- make sensible choices.
- communicate effectively with others.
- take an active role in the community.
- become healthy and fulfilled individuals.
- improve their social skills to better enable collaborative learning.

The teaching of personal, social and emotional development is supported across the curriculum. The children are encouraged to take an active part in school life and its neighbourhood through the School Council, workshops, projects, speakers and visitors to the school and visits out of school.

The Early Years Foundation Stage (Nursery and Reception)

'The goal of early childhood education should be to activate the child's own natural desire to learn.'

At Oughton, we believe that every child deserves the best possible start to life and that high quality early learning provides the foundation children need to make the most of their abilities and talents as they grow up.

Our greatest consideration is the children's individual needs, interests and stage of development and we use this to plan challenging and enjoyable experiences for each child in all areas of learning and development. Our children have rich opportunities to play and explore, actively learn, create and think critically.

Learning through play and teachable moments

At Oughton, we aim to provide a balance between child-initiated play, and well-informed responses to teachable moments. We offer a broad range of experiences to the children in order to stimulate their interest, facilitate meaningful communication and promote purposeful, interactive play. We offer a balanced curriculum to extend their thinking processes. Staff are aware of the benefits of sustaining a dialogue with the children either individually (responding to questions and asking open questions) or as a group (with shared thinking themes threading through the routines of the class).

Overarching Principles

The following principles guide and shape practice in our Nursery and Reception classes:

- Every child is a unique child, who is constantly learning.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments.
- Children develop and learn in different ways and at different rates.

Our curriculum in our Nursery and Reception meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage (2014). There are seven areas of learning and development, each important and interconnected.

Prime Areas

The three prime areas of learning and development are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Communication and Language

We are committed to giving our youngest children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development

We provide opportunities for the children to be active and interactive; and to develop their co-ordination, control, and movement. They are helped to understand the importance of physical activity and to make healthy choices in relation to food.

Personal, Social and Emotional Development

We are dedicated to helping our children develop a positive sense of themselves and to form constructive relationships. They learn how to manage their feelings and to understand appropriate behaviour.

Specific Areas

The prime areas of learning and development are strengthened and applied through four specific areas.

Literacy

At Oughton, the children are encouraged to link sounds and letters and to begin to read and write. They are given access to a wide range of reading materials to ignite their interest.

Mathematics

We provide opportunities for children to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and describing shapes, spaces and measures.

Understanding the World

We guide children to make sense of their world through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design

We encourage children to explore and play with a wide range of media and materials. They have many opportunities to express themselves through art, music, movement, dance, role-play, and design and technology.

Monitoring and Review

The Headteacher, Assistant Headteachers and the Senior Leadership are responsible for monitoring the curriculum. Governors also have a key role, in working with Senior and Subject Leaders who monitor the curriculum.

References

Early Years Foundation Stage Framework:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

National Curriculum:

<https://www.gov.uk/national-curriculum>

Equality Act 2010

SEN Code of Practice 2015

Supporting Pupils at School with Medical Conditions Sept 2014

National Curriculum

Appendix 1

PE Safety

- **Clothing and footwear** - In order that pupils can work safely appropriate P.E. kit must be worn. For indoor activities pupils will wear black shorts and a white T-shirt. For outdoor activities pupils will change and wear clothing appropriate to the activity and the weather. Pupils must wear the appropriate P.E. kit for extra-curricular activities. All P.E. kit should be clearly labelled with the pupil's name. Pupil's footwear should be appropriate to the activity undertaken. Dance and gymnastics should be carried out in bare feet, unless there is a given reason (e.g. untreated verruca). For games, athletics and outdoor activities appropriate footwear should be worn (e.g. plimsolls, trainers). In all instances, footwear should be tied up correctly in order to avoid accidents.
- **Jewellery** - Staff and pupils should remove all jewellery, including earrings. They can be stored in by the class teacher although they are not liable for any belongings. In cases where these cannot be removed (due to medical or religious reasons) they should be taped up safely by the pupil or parent.
- **Changing** - Staff should be changed for P.E and wear appropriate clothing. Pupils must change into their kit as quickly as possible, with adult help if required. Children should not be left in classroom changing without adult supervision.
- **Staff supervision** - Staff should be present in the vicinity of the changing and working areas at all times when pupils are present. It is each member of staff's responsibility to ensure the safety of pupils. A qualified teacher should always supervise unqualified student teachers when delivering P.E. sessions.
- **Carrying equipment** - Pupils should lift, carry, assemble and check apparatus correctly to ensure a safe environment for all. There should be the correct number of pupils carrying equipment and they should be facing the correct way. Children should always bend from the knees when lifting. **Staff** must check all equipment set up before the children begin to use the apparatus.
- **Wall Bars** – Staff to set up the wall bars and check they are secure before the children use them.
- **Non-participation** - Pupils who cannot participate in lessons should inform their class teacher. Notes should be written by parents/guardians explaining non-participation. All pupils who cannot participate in lessons must remain with their class and should be integrated as fully and effectively as possible into lessons. They can take notes on the activity; they can also help with basic assessment of their peers.
- **Medical and first aid** - Teachers will know of children with specific medical conditions and will have access to the required treatments. Children who get asthma on exercise should take their medication with them.
- **Emergency procedures** - If an emergency occurs a child is sent to alert the school office and/or head teacher. Risk assessments include details of emergency procedures for any outside school activities. At the swimming pool the teacher will notify the Headteacher of the action taken by the staff.

- **Off-site outdoor and adventurous activities** - When planning outdoor and adventurous activities off-site staff follow our Off Site Visit Policy and use Evolve. We liaise with our Off Site Visit Co-ordinator.
- **Supervision of Swimming Pools** - There are strict guidelines on health and safety in and around swimming pools. The school follows the guidance of the County Council – Safe Practice in School Swimming 2013 and Hitchin Swimming Pool.

Health and Safety - If a member of staff is unsure of any aspect of Health and Safety in P.E. they should consult the P.E. subject leader.

We follow the guidance of **Safe Practice in Physical Education, School Sport and Physical Activity 2016**.

Appendix 2

Oughton's Curriculum During the Covid-19 Crisis On Site Schooling

Aims and intent

Throughout the crisis, we have been providing schooling on site for pupils with Parents who are key workers as well as vulnerable children. We have had children from EYFS to Year 6 attend school with differing numbers of pupils each day dependent on the Parents' requirements. They have been together as one group, with enough staff to separate into smaller groups and cater for different ages and needs, depending on the activity.

During this time, we have ensured that these pupils still benefit from a broad and balanced curriculum, with access to the same coverage and learning experiences of their peers who are learning at home. We have also continued our high focus on our curriculum intent aims; the opportunity to engage with and develop rich language and vocabulary as well as providing varied and valuable experiences in order to develop retention and long term memories. At Oughton, we also pride ourselves on excellent pastoral care, developing children's mental and physical wellbeing, which has been more important than ever in the current situation.

We also believe that the children's own voice is important. At the beginning of this new style of schooling, the children were given the opportunity to help plan activities. They shared their views and created mind maps of ideas that they would like to explore. When planning activities, teachers have incorporated many elements of these.

We have ensured that vulnerable children have been supported in school.

Attendance in school has been promoted, although not always with success due to the wishes of their Parents.

Curriculum coverage

Every day in school, pupils have had time dedicated to engaging with the home learning tasks that have been set by staff for their classes. These activities and tasks have continued to follow our curriculum plan as much as possible and are specific to each year group. Tasks are usually open ended in style and cater for a range of abilities, allowing pupils to pursue their own interests and carry out extra research at their own level. As always, we have included in our curriculum current events such as the VE Day celebrations in May. Pupils in school have adult support, teaching and guidance in following and completing these tasks. Ipads are always available to allow online learning tasks and internet research to take place as well.

Experiences

In addition to the learning tasks set for all pupils, we have also endeavoured to provide pupils within school with rich, varied and fun learning experiences. The purpose of these is to develop talk and widen children's vocabulary. Furthermore, we aim to develop meaningful memories to help children to retain their knowledge and skills learnt. Staff have planned activities using their own specialisms as well as ensuring a balance of different subject areas. Often, activities are planned around themes. For example, one day was themed around water lilies and the children visited the school pond, observed tadpoles, read frog stories, carried out a science experiment investigating different paper lilies, and created art work based on Monet's Waterlilies. Themes have changed regularly due to catering for different children each day. In addition, longer term themes have run throughout the time such as developing and maintaining the school allotment. The pupils have also regularly visited and cared for the school animals – a popular choice on their own mind maps of ideas!

Wellbeing

Oughton's curriculum always holds pupils' wellbeing and pastoral development at its heart. We focus on the 'Five Ways to Wellbeing' and have continued to do so while providing schooling for limited numbers of pupils. (Connect, be active, give, keep learning and take notice). Children have connected by working with each other and taking part in socially distanced team building activities such as den building. Every day, they stay active with running the Daily Mile as well as starting the day with Joe Wicks PE or a similar activity. Staff with specialisms have also run additional active sessions such as football, dance and even yoga. The children created artwork and posters to thank the NHS to help give back to the community. They are learning new skills every day from maths to animation to gardening! The sessions have also heavily involved the outdoor environment and many themes have encouraged children to take notice of changes such as watching the tadpoles develop and the changes as allotment vegetables grow.

Most importantly, throughout this time, we have been teaching the children how to keep themselves safe such as maintaining social distancing and regular handwashing. The children have regular reminders of this.

At Home Schooling

Every week, we have planned, prepared and set learning tasks for all pupils to continue their learning at home. When developing this, we have been mindful of making it manageable for Parents and children, as we are aware that many Parents are continuing to work from home while balancing schooling children of different ages and home life. It is also a daunting task for many Parents to educate their children at home. We are also aware that many of our families may not have access to technology and so have provided a range of activities, including both online learning options as well as practical tasks and paper based activities. All pupils have been supplied with an exercise book and any necessary worksheet resources before schools closed in preparation for this. Further exercise books have been available for contactless collection at the school.

These activities and tasks have continued to follow our curriculum plan as much as possible and are specific to each year group. Tasks are usually open ended in style and cater for a range of abilities, allowing pupils to pursue their own interests and carry out extra research at their own level. As always, we have included in our curriculum current events such as the VE Day celebrations in May.

We have ensured that there is a heavy focus on online safety, with every class being set activities to promote ways in which to stay safe online. We have shared recommended and approved websites for online learning, with regular updates as new resources become available. We have also kept Parents and carers up to date by sending out information, advice and newsletters on how to ensure children are safe online during this time.

Weekly or twice weekly phone calls were made to the Parents of our vulnerable families or families who we felt would need some pastoral / learning support. From the beginning of May, Class Teachers began telephone communication with Parents educating at home to gather feedback on the learning, promote the activities and provide any necessary additional support. These phone calls gave us an insight into the level of engagement of our children in their learning. It also gave us the opportunity to aid Parents with their home schooling and promote learning.

Appendix 3

Covid Curriculum – Key Priorities and Considerations

Key worker/vulnerable provision during closure

- Following curriculum intent – experiences, language and vocabulary, recall and retention
- Variety
- Learning and fun
- Use of outdoors
- Range of experiences
- Range of subjects
- Themed approach – not always consistent children – able to dip in and out
- Wellbeing activities and experiences

Home learning

- Variety
- Following curriculum intent
- Following curriculum topics as much as possible
- Offline and online options
- Push on reading, times tables
- Emphasising talk, vocabulary, experiences e.g. cooking
- Fortnightly phone calls to check in/support
- Lexia check ins/emails
- Montages to keep school community together – staff and pupils
- Half term/extra challenges
- Celebrations still going ahead and posted home – Easter cards, birthdays, certificates

On returning

- Focus on safety and understanding changes – reintegration, routine, hygiene, 'bubbles'
- Social stories sent out before return
- Focus on wellbeing and PSHE – discussion time
- Focus on phonics, English, Maths while maintaining breadth. Use of cross curricular opportunities
- Following curriculum intent.
- Following curriculum plan as much as possible, supported by Knowledge Sheets to prioritise and streamline core learning
- Assessment of learning/gaps through low stakes means – quizzes, whiteboards, memory games
- Virtual assemblies
- Celebration of learning/achievements – assemblies, certificates posted
- Focus on transition