



Curriculum Policy

Policy Approval Date: 9th November 2017 (originated Sept 2014)

Approved by the School Improvement Committee of the Governing Body on 9.11.17 see minutes.

Review Date: November 2018

Purpose

At Oughton we believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our children to do their very best by providing an extensive range of learning experiences beyond the statutory requirement. We promote our British values through our curriculum. This policy follows *The National Curriculum 2014* and *Herts for Learning (LA)* guidance.

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** and **Senior Leadership Team** 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 co-ordinators.

We use our own assessment system for each curriculum area linked to the National Curriculum and age related expectations (maths and English – as 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 Co-ordinator

Each curriculum subject has a co-ordinator or a team who works to ensure that the curriculum reflects coverage and progression in each year group. Co-ordinators monitor planning, work and displays across the school, giving feedback to staff and

Senior Leaders. Core curriculum co-ordinators are involved in the monitoring of teaching and learning. Co-ordinators produce a yearly action plan submitted to the Headteacher and Governors as part of the School Improvement Plan, which is reviewed. Co-ordinators 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.

English

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 to develop their love of literature, through widespread reading for enjoyment.

We aim to ensure children:

- Read fluently, with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, understanding and knowledge of grammar.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
- Use discussion in order to learn and be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening and drama.
- Are able to make formal presentations, demonstrating to others and participating in debate.

We teach English throughout all lessons, including a defined English lesson. Guided reading occurs daily outside the English session and is based on a rotation during the week within each class. Children are grouped according to ability and when not reading with an adult are given a purposeful activity to do independently. 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 children who read at home to encourage them to maintain this.

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.

We teach Grammar and Spelling following the National Curriculum. A clear, legible style of handwriting is taught. As the children progress into Key Stage 2 the expectation is that handwriting is joined.

The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school across all the aspects of the curriculum.

The National Curriculum 2014 outlines what we teach in each year group. We also use Herts for Learning plans to support us teach English for each theme. Our short term plans (daily) give details of the main teaching objectives for each unit and show what we teach and how.

We are using the HfL (Herts for Learning) assessment levels this year to show progress and attainment. On-going assessments are used and our assessments 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 practise, 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.
- 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 use strategies following Big Maths 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. We teach our children the essential knowledge, methods, processes and uses of science and encourage them to develop a sense of excitement and curiosity about natural phenomena.

We aim to ensure children:

- Develop scientific knowledge of biology, chemistry and physics.
- Gain an understanding of the nature, processes and methods of science through different types of enquiries.
- Are confident in asking and answering scientific questions about the world around them.
- Understand the uses and implications of science today and for the future.

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

Computing

We believe that a high-quality 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. 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

History learning is vital in enabling children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. At Oughton, we are dedicated to inspiring children's curiosity to know more about the past and provide opportunities for them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective.

We aim to ensure children:

- Know the history of Britain and how it has influenced and been influenced by the wider world.
- understand significant aspects of the history of the wider world;
- Gain an understanding of abstract historical terms.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- Understand the methods of historical enquiry, including how evidence is used.
- Gain historical perspective by placing their growing knowledge into different contexts.

We follow the National Curriculum programme of study for history. When teaching history we aim to make history come to life. We use a range of sources and first hand resources as far as possible e.g. artefacts, museum visits, and documents such as census materials and first-hand accounts.

Geography

We believe that a high-quality geography education inspires a curiosity and fascination about the world, that we hope will remain with our children for the rest of their lives. At Oughton, we enable children to develop a rich knowledge of places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes.

We aim to ensure children:

- Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics.
- Understand the processes that give rise to key physical and human geographical features of the world.
- Are competent in the skills needed to: collect, analyse and communicate with a range of geographical data, interpret a range of sources of geographical information, communicate geographical information in a variety of ways.

Music

Music is a universal language that embodies one of the highest forms of creativity. At Oughton, we are dedicated to inspiring children to develop a love of music and grow as musicians, increasing their self-confidence, creativity and sense of achievement.

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.

We believe the teaching of music should be fun and enjoyable. We follow a programme called Charanga.

Design Technology

High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. At Oughton, the children are given opportunities to design and make products that solve real and relevant problems. They learn how to take risks and become resourceful, innovative, enterprising and capable citizens.

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.
- 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

Art, craft and design shows some of the highest forms of human creativity. At Oughton, we are dedicated to equipping children with the knowledge and skills to experiment, invent and create their own works of art. Art stimulates creativity and imagination. It enables children to communicate what they see, feel and think through colour, texture, form, pattern and different materials and processes. 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 culture development of their art forms.

PE

A high-quality physical education curriculum inspires all pupils to 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

R.E plays an important role in developing children's moral awareness and social understanding as part of a broad, balanced and coherent curriculum. It promotes community cohesion and helps 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:

- Consider challenging questions.
- Explore their own beliefs.
- Build their sense of identity and belonging.
- Develop respect for others.
- Reflect on their responsibilities.

French

Learning a foreign language is essential and it provides an opening to other cultures. 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:

- Appreciate stories, songs, poems and rhymes in the language.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand them.
- describe people, places, things and actions orally and in writing
- Engage in conversations, ask and answer questions, express opinions and respond to others.
- Understand basic grammar appropriate to the language being studied.

Personal, Social, Health Education

PSHE provides a foundation for children's learning and development in all other areas. At Oughton, we value the importance of PSHE in preparing children for the opportunities, responsibilities and experiences of adult life. We use the Jigsaw Programme to enhance our PSHE curriculum. We also use our Values system to support PSHE.

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.

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)

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.

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, Deputy Headteacher and the Senior Leadership are responsible for monitoring the curriculum. Governors also have a key role, in working with co-ordinators and monitoring the curriculum. With the introduction of the new Curriculum September 2014, a review will take place in September 2015.

References

Early Years Foundation Stage Framework:

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

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 dark 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, necklaces and bracelets. 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 should refer to the document 'Safety Policy and Guidance for Visits, Journeys and Related Activities within the Education Service' in Hertfordshire County Council Health and Safety Policy and Guidance file in the school office.
- **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. Teachers taking children swimming are advised to read Section O: part D entitled 'Safety: Physical Education' which refers to safety at the swimming pool. A copy is located in Hertfordshire County Council Health and Safety policy file (2002) located in the school office.

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.