

THE ARRETON & OAKFIELD FEDERATION

Curriculum Policy

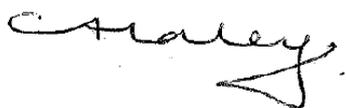
Date of Approval:	28th November 2019
Committee/FGB:	Education & Standards Committee
Responsible:	Colin Haley Executive Headteacher
Review Date:	November 2020

Signed:



Chair of Governors

Signed:



Executive Headteacher

Date: 28th November 2019

INTRODUCTION

1. This policy outlines the broad principles that outline our curriculum provision. The curriculum is at the heart of learning provision. Underpinning the curriculum is our Christian values, pedagogical approach and quality marks. Within the Federation, each school has developed a broad and balanced curriculum for each key stage over a 2 year developmental programme of activity, rooted in the following key documents:

Church of England Vision for Education 2017.

Church of England Mental Health and Well-being: Towards a whole school approach 2018.

Primary National Curriculum 2013.

EYFS Statutory Framework 2017.

2. We continually monitor and review the curriculum and make adjustments to ensure it meets the needs of our pupils in an ever-changing world.

CURRICULUM DESIGN

3. The Federation has worked with Hampshire Local Authority, who define the principles of curriculum design as:

- a. Enacting a coherent set of educational aims.
- b. Securing high standards in English and mathematics and yet is also broad, balanced and rich.
- c. Engaging children's attention, excites and empowers their thinking and advances their knowledge, understanding and skills.
- d. Attending to children's present and future needs.
- e. Ensuring progression through stages.
- f. Is taught to the highest possible standard in all aspects.

Learning should be triggered by enquiry ('the big question') – the learning intention driving the learning. This can be divided into 3 stages:

Epistemology – knowledge, concepts and skills needed to capture the question.

Pedagogy – teaching and learning that engages the question and excites the possibilities.

Outcome – the understanding and high quality work that results from the enquiry.

4. Our design principles challenge and inspire and can be categorised as:

- a. Challenges and enrichment for all. Is the curriculum sufficiently challenging and appropriate for each child? Does it develop resilience and independence? Is mastery understood and defined? Are there expectations for all? Is there equity so

all pupils can access learning? Does the task design enrich? Do pupils experience the whole curriculum consistently across year groups?

b. Shallow to deeper learning. Do teachers understand the planning process? Are there coherent links within topics that increasingly challenge? Does the school have a taxonomy as a framework? Is there secure progression through key stages?

c. Curriculum content is responsive and relevant. Are curriculum topics related to the local context and are the rich resources within the local community/environment being maximised? Are pupils able to connect local, national and global contexts for learning? Are tasks adapted to reflect current affairs and technological and environmental changes? Is assessment for learning responsive and effective? Do teachers respond to educational research?

d. Secure learning pathways. Has the knowledge, concepts and skills been carefully planned by subject leaders for key stages year groups and units of work and do teachers have a secure understanding of them? Is the sequence of learning underpinned by the national curriculum programmes of study? Are pupils given opportunities to plan and evaluate their learning within the rich learning journeys?

e. High quality outcomes. Are teaching expectations high enough? Are there clear assessment criteria? Has the learning journey led to a purposeful outcome or product? Are pupils challenged to think and evaluate their own learning? Are there relevant contexts for high quality outcomes for literacy, numeracy and IT?

f. Personal identity and their relationship with the world. Does the curriculum engage pupils to be increasingly confident and successful? Are opportunities for rights respecting education maximised? Do school values translate into the learning and promote character education? Do pupils engage with local community, national and global issues?

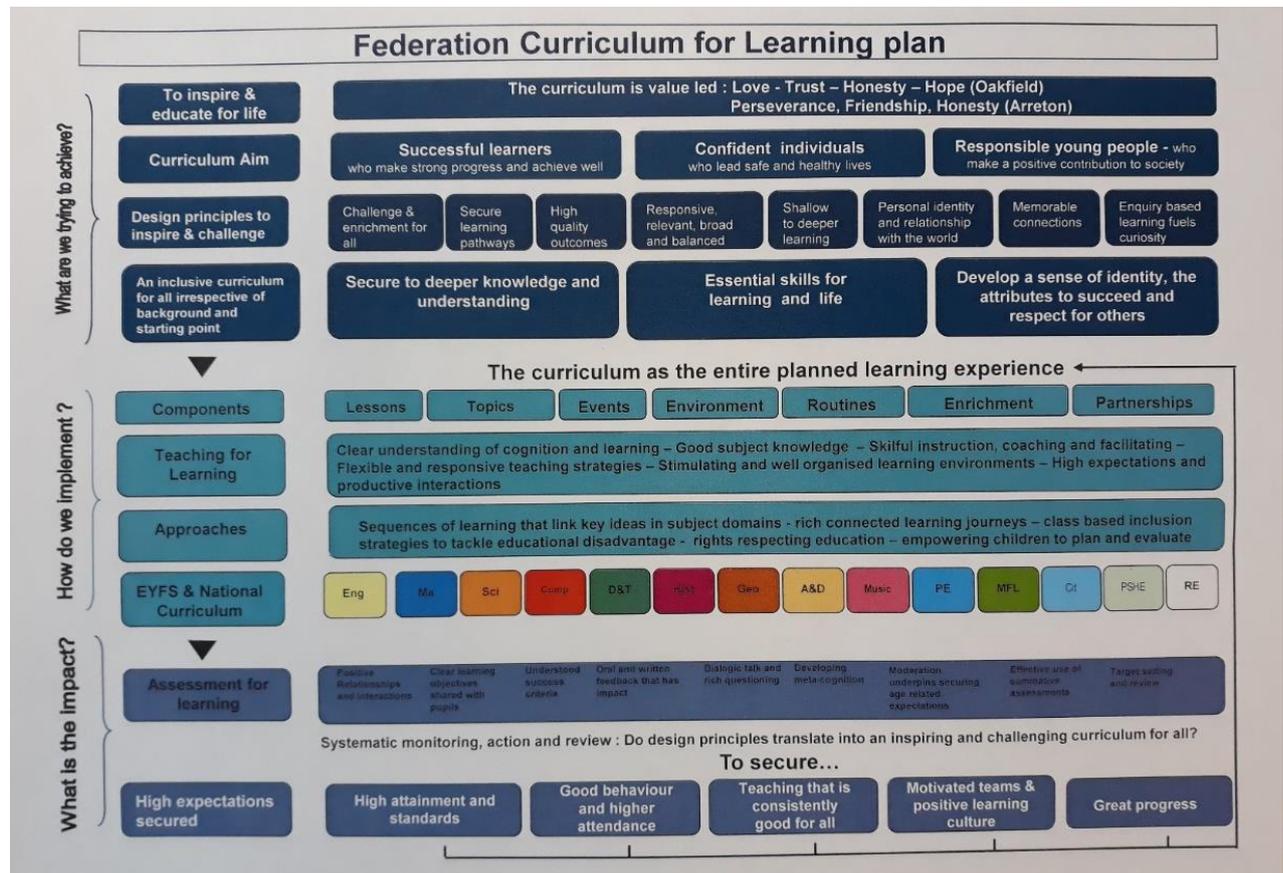
g. Memorable connections. Does the learning make links with prior and current learning within the subject and across the curriculum? Is the learning relevant to the lives and aspirations of children? Does the learning excite to create memorable moments?

h. Enquiry based learning fuels curiosity. Is there a balance between teacher and child generated questions? Does the task or topic promote deeper thinking? What choices do the pupils have at different points in the learning process? Do pupils reflect on their learning and generate new thinking? Do pupils have opportunities through taxonomy?

i. Coherent broad and balanced. Is each national curriculum subject given integrity and taught well through the key stages? Are pupils curious to make personal sense of spiritual, moral, social and cultural education? Are pupils able to relate their values and experiences to British Values? How cohesive is the entire planned curriculum across the school? (Lessons, events, outdoor learning, routines, rhythms, extra-curricular etc). Does the curriculum facilitate unlimited possibilities for rehearsing and honing literacy, numeracy and IT skills?

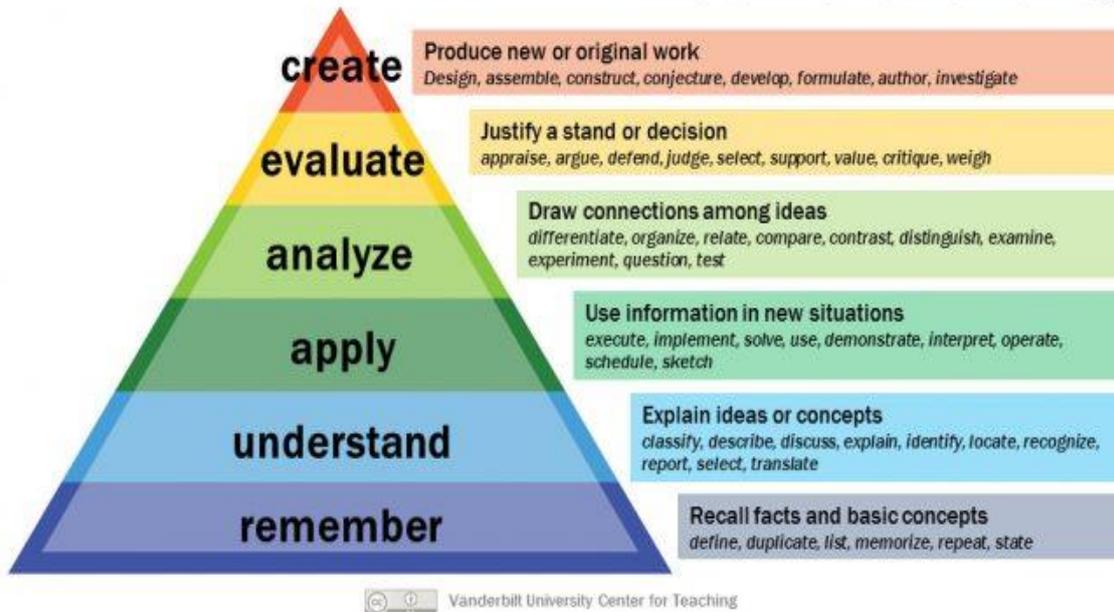
5. Our Curriculum for Learning Plan. The principles above function as part of a Federation curriculum for learning plan. The plan embraces our values and is divided into 3

parts – what are we trying to achieve, how do we implement, how do we assess the impact. From this plan, teachers should have a clear pedagogical approach based on a clear understanding of cognition and learning; deep subject knowledge; flexible and responsive teaching strategies; stimulating and well organised learning environments; skilful instruction, coaching and facilitating; and high expectations and productive interactions.



6. Pedagogical Approaches. It is important that teaching staff understand the nature of our curriculum and the balance between skills/knowledge. Bloom's taxonomy illustrates the Federation's teaching philosophy. Recall of facts (knowledge) is a low level skill and to become an effective learner and produce original work you need to understand concepts, use information in new situations, evaluate and then create. The emphasis on higher-order thinking inherent in such philosophies is based on the top levels of the taxonomy including analysis, evaluation, synthesis and creation. Bloom's is used as a teaching tool to help balance assessment and evaluative questions in class, texts to ensure all orders of thinking are exercised in students' learning, and includes aspects of information searching. It is also reflected in our learning strategies, such as 'imitate, innovate and independent' (our 3 phase literacy planning).

Bloom's Taxonomy



7. **VALUES.** As Church schools we aim to inspire and educate for life through our values, rooted in our Christian belief and articulated in the following Vision Statement:

Core values

1. *Whole child-centred. The education and welfare of the whole child is vital and is central to all decisions we make.*
2. *Equality, Diversity and Integration. All children are equally important and we recognise each of them as individual with different needs and abilities.*
3. *Partnership/collaboration. We welcome and are open to the ongoing development of partnership within our communities, with outside agencies and organisations and with the global community.*
4. *Inspirational Learning Being a Life-long Gift. We are committed to providing appropriate educational opportunities and experiences which are motivational, inspiring, challenging and in a creative environment.*
5. *Respect and Responsibility. We will promote and nurture respect and responsibility at all times. Respect for ourselves, others and the environment and promote responsibility for all our actions.*
6. *Christian Foundation. A school where every individual is included within the Christian ethos, teaching and learning. Experience Christian worship. Develop links within the communities.*
7. *Happiness. We will nurture an environment where everyone can be happy.*

At the centre of all our decisions and actions we will consider the impact on the child and aim to support the emotional, social, spiritual and academic development of the child so that they can achieve. Everyone will feel valued.

8. Each school has a mission statement which incorporates chosen values:

Oakfield - 'Everyone will be given the opportunity to shine'. At Oakfield CE Primary School our Christian values of **Love, Trust, Honesty** and **Hope** support the spiritual and moral development of children and the wider community, enabling every learner to be the best that they can be. We create and foster a genuine love of learning within a stimulating, safe and caring environment where pupils develop their knowledge and understanding, thinking skills, self-confidence, social and emotional skills.

Arreton - 'Room to Grow'. At Arreton St George's C.E. Primary School our Christian values of **Perseverance, Friendship** and **Honesty** support the spiritual, moral, social, cultural and academic development of all, enabling each and every learner to grow and be the best they can be. We create and foster a genuine love of learning within a stimulating, safe and caring Christian environment where pupils can grow as unique individuals and successfully develop spiritually, emotionally and academically.

Vision for Education. Our curriculum is influenced by the education vision of the Church. The vision is underpinned by the belief that education should support human flourishing or 'fullness of life'. The vision considers education for; wisdom, knowledge and skills'; hope and aspiration; community and living well together; dignity and respect, and these should underpin our core purpose and vision. Such an approach will equally benefit staff. Curriculum, teaching and learning develop personal resilience and build spiritual opportunities. Mental Health and Well-being is central to 'academic resilience'. This means pupils achieving good educational outcomes despite adversity. Our pastoral support, collective worship, assemblies and PSHE units are important elements of our curriculum. Happiness is at the root of successful provision and will spring from an engaging, dynamic and exciting curriculum. Happy children make better learners as well as underpinning self-worth.

9. **NATIONAL CURRICULUM**. We have a statutory requirement to follow the Primary National Curriculum and the EYFS framework. Core subjects are English, Mathematics and Science, and as a Church school, RE. For RE we follow the Understanding Christianity Scheme (Diocese) and Living Difference (LA) modules. Foundation subjects are Art & Design, Citizenship, computing, Design and Technology, languages, geography, history, music, PSHE (EY) and PE. Our RE incorporates Collective Worship which as Church schools are an important aspect of our daily timetable.

10. We deliver the National Curriculum through our vision and Christian values, with clear pedagogical approaches (core teaching strategies such as the concrete, pictorial and abstract (CPA) approach to mathematics) together with any particular quality marks we are aligned to (eg Oakfield – ArtsMark). A quality assurance mark is a useful tool to help assess the impact

of our curriculum in particular areas. We also establish other associations (eg with local, national or international associations, or links via the Church).

We use the Rainbow Continuum (Chris Quigley) which focuses on exploring and developing, using material, evaluating, control and expertise and vocabulary - programmes of study developed using 'rich' texts. Through the Rainbow continuum subject leaders can evaluate specific knowledge and skills being taught for all children, and evidence the challenge for the more able. Topic plans can be adjusted to ensure skills progression is taught effectively across key stages and learning is moving from secure to deep. Our 3 phase literacy planning illustrates this approach (phase 1 - stimulate and generate, phase 2 - capture sift and sort, and phase 3 - refine, edit and evaluate).

11. Curriculum monitoring. The curriculum is monitored to ensure coverage and age appropriate delivery. Federation schools use INSIGHT as the primary pupil tracking method. The application allows teachers to monitor pupil progress against national curriculum Age Related Expectations (ARE). Senior leaders monitor curriculum provision and governors regular review.