



ODST
Oxford Diocesan
Schools Trust

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We aim to enable all children to reach their full potential, embrace Christian values and prepare themselves to be learners for life.

Title of Policy	Curriculum Policy
Date Adopted by the Governing Body	November 2017
Review Date	November 2018
Signed by the Chair of Governors	

OBJECTIVES

This statement aims to:

- offer a curriculum which is balanced and broadly based and which;
- encompass all learning and other experiences that each school plans for its pupils with the national curriculum will form one part of the school's curriculum;
- promotes the spiritual, moral, social, cultural, mental and physical development of pupils in the school and;
- prepares pupils for life as effective citizens with British values and able to respond positively to the opportunities and challenges of a rapidly changing world;
- place pupils at its heart, putting their interests above those of the institution;
- have a curriculum that is fit for purpose, offering differentiation and personalisation;
- be a centre of excellence in learning and teaching;
- achieve and then exceed national standards in achievement, attainment and progression for all pupils;
- be committed to excellence and continuous improvement;
- nurture the talents of all and celebrate success;
- work with other schools and settings to ease transition;
- involve the community, parents & carers.

Curriculum

1. Curriculum aims

1.1 The curriculum should inspire and challenge all learners and prepare them for the future. Bampton CE Primary School and Nursery aims to develop a coherent curriculum that builds on pupils' experiences in earlier phases and help all pupils to become successful learners, confident individuals and responsible citizens.

1.2 Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress;
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers;
- have and be able to use high quality personal, learning and thinking skills and become independent learners;
- have and be able to use high quality literacy, numeracy and ICT skills;
- be challenged and stretched to achieve their potential;
- respect and understand their physical, emotional and moral development
- value their learning outside of the curriculum and relate to the taught curriculum.

2. The curriculum outcomes

2.1 Bampton CE Primary School and Nursery aims to offer a curriculum which will:

- fulfil statutory requirements;
- enable pupils to fulfil their potential;
- meet the needs of all pupils and groups of all abilities in our schools;

- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines;
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills;
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence;
- ensure continuity and progression within each school and between phases of education, increasing pupils' choice during their school life;
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities;
- help pupils to use language and number effectively;
- help pupils develop personal moral values, respect for religious values, tolerance of other races' beliefs, ways of life and fundamental British Values;
- develop the skills and understanding pupils need to live confident, healthy and independent lives
- help pupils understand the world in which they live;
- develop a specific curriculum for Early Years and Foundation Stage pupil which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of pupils.

3. Roles and responsibilities

3.1 The Governing Body of Bampton CE Primary School and Nursery will ensure that:

- all statutory elements of the curriculum, and those subjects which the Governing Body chooses to offer, have aims and objectives which reflect the aims of ODST (our academy Trust) and indicate how the needs of groups of 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 and is reviewed by the governors' annually;
- 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 statutory requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve;
- the Governing Body is fully involved in the decision making processes that relate to the breadth and balance of the curriculum;
- the Governing Body is involved with the leadership team in each school in setting targets with ODST in order to make informed evaluations on the overall effectiveness of the school and its provision.

3.2 The Governing Body of Bampton CE Primary School and Nursery will ensure that it:

- considers the advice of ODST and the headteacher when approving its curriculum policies and when setting statutory and non-statutory targets;
- regularly monitor progress towards annual targets and the outcomes for pupils across the school;

- contributes to decision making about the curriculum;
- Ensure, on behalf of trustees, that the school's curriculum fulfils all statutory elements and content.

3.4 School leaders will ensure that:

- they have an oversight of curriculum structure and delivery within their school, phase or subject;
- provide detailed and up-to-date schemes of learning to support the delivery of subjects and aspects of learning within their school which are monitored and reviewed on a regular basis;
- such schemes of learning will be designed using a school standard format and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources;
- schemes of learning encourage progression at least in line with national standards;
- levels of attainment and rates of progress are regularly discussed with leaders, managers, trustees and governors on a regular basis and that action are taken where necessary to improve these;
- long term planning is in place for all subjects and aspects of learning
- there is consistency in terms of curriculum delivery across each member school. Schemes of learning should be in place and be used by all staff delivering a particular subject or phase of learning;
- assessment is appropriate to the subject and the pupils following particular areas of learning. There should be consistency of approach towards assessment which will be recorded in the Trust tracking procedures using Target Tracker;
- schools share best practice with other colleagues in terms of curriculum design and delivery;
- CPD needs are reviewed with regard to curriculum planning and delivery within their area of responsibility.

3.5 Curriculum leaders will:

- provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees;
- ensure that effective links between subjects and areas of learning are capitalised upon;
- coordinate the introduction of new curriculum changes and initiatives;
- monitor progress and standards;
- support and offer advice to colleagues on issues related to their subjects;
- audit and suggest resources required to promote effective teaching and learning

3.6 Teaching staff and teaching assistants will:

- ensure that the agreed school curriculum is implemented in accordance with this policy;
- keep up to date with developments in the subjects the school teaches;
- have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils;
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum;

- participate in professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them;
- work in partnership with other schools and settings to provide an appropriate range of curriculum opportunities.

3.7 Pupils will:

- be treated as partners in their learning, contributing to the design of the curriculum;
- have their individual needs addressed, both within ODST schools and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge;
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

3.8 Parents and carers will:

- be informed about their children's learning;
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives;
- be informed about the curriculum on offer through newsletters and details on the school's website.

4. Monitoring, evaluation and review

4.1 The governing body will receive regular reports from the Headteacher on:

- the termly outcomes in the core subjects¹ compared with national and local benchmarks for each year group focused on the progress current pupils are making;
- progress towards meeting targets across each phase;
- the outcomes achieved at the end of each key stage taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks;
- the number of pupils for whom the curriculum was disapplied and the arrangements which were made;
- report to trustees when required, to account for their stewardship of the school's curriculum and its impact on learning and outcomes for pupils and young people using it.

5. Teaching and Learning

5.1 Teaching and learning provision in the Early Years Foundation Stage (please refer to separate policy)

5.2 The teaching and learning of English, Maths and Science across key stage one and key stage two

- Each subject has a separate policy detailing how the national curriculum requirements are delivered
- The assessment and reporting policy has details on how assessments are made and recorded for each subject

5.3 The foundation subjects; history, geography, art & design, design & technology, computing, music and physical education (PE) are taught in key stage one and key stage two. The national curriculum requirements

¹ Reading, Writing, Mathematics and Science

are met through teaching and learning planned around a cross curricular topic or theme, or through a discreet series of lessons. Long term plans (see appendix A) show how the teaching and learning is broken down for each year group. Topics and themes are supported with opportunities to include workshops, visits to places of interest, use of outdoor learning and involvement of those with expert skills.

5.4 Teaching languages is a requirement for key stage two only and at Bampton CE Primary School and Nursery we teach French using a programme of study designed with support from Burford Secondary School language teachers.

5.5 *“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.*

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.” DFE guidance September 2013

At Bampton CE Primary School we follow a scheme of work called Jigsaw PHSE which ensures age appropriate coverage of the themes suggested in the DFE guidance. For children in upper key stage two (year 5 and year 6) the school nurse delivers talks and further information regarding puberty and sex education. (See appendices for more details)

5.6 *“Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual’s knowledge and understanding of the religions and beliefs which form part of contemporary society.*

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils’ knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils’ personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.” Religious education in English schools: Non -statutory guidance 20 10

At Bampton CE Primary school and Nursery we use the Jigsaw programme; Discovery RE to ensure we are delivering teaching and learning in line with the locally agreed RE syllabus and which offers children the opportunity to explore “big questions” each half term. (See RE Policy for details)

5.7 Further details on the way our school teaches the national curriculum and the schemes of work we use are available on the curriculum section on our website. Class pages on the website contain information related specifically to the teaching and learning in those year groups. Please use this link to take you to the relevant pages:

<http://www.bamptonprimaryschool.org.uk/teaching-and-learning/>

APPENDIX A

EYFS (Nursery and Reception)











Long Term Plan 2017-18

Term 1:	Term 2:
Nursery: All About Me Value: Storytelling Book: The Little Red Hen	Nursery: Celebrations Value: Storytelling Book: We're Going on a Bear Hunt
Reception: All About Me Value: Storytelling Book: Titch	Reception: Light and Dark/Christmas Value: Storytelling Book: Whatever Next!
Term 3:	Term 4:
Nursery: People Who Help Us Value: Storytelling Book: Goldilocks and the Three Bears	Nursery: Farm Animals Value: Visit from Farms for Ewe Focus Day: 'World Book Day' Storytelling Book: The Three Little Pigs
Reception: Around the World Value: Storytelling Book: Handa's Surprise	Reception : Long, Long Ago (Traditional Stories) Value: Focus Day: 'World Book Day' Storytelling Book: The Enormous Turnip
Term 5:	Term 6:
Nursery: Plants Value: Focus Week: 'Arts Week' Storytelling Book: Jack and the Beanstalk	Nursery: Journeys/Minibeasts Value: Focus Week: 'Healthy Living Week' Storytelling Book: The Very Hungry Caterpillar
Reception: Roots, Shoots and Muddy Boots (Plants) Value: Focus Week: 'Arts Week' Storytelling Book: Jack and the Beanstalk	Reception: A Bug's Life (Minibeasts) Value: Focus Week: 'Healthy Living Week' Storytelling Book: The Sleepy Bumblebee

KS1 Long Term Plan











Subject	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR 1 History			Toys		Journeys (Travel & Transport)	Seaside holidays
YEAR 2 History		The Great Fire Of London		Nurturing Nurses	Great Explorers	
YEAR 1 Geography	It's a Small World	Bampton & Beyond				Whatever the weather!
YEAR 2 Geography	Magical Mapping		Let's go to the Arctic			Sensational Safari
YEAR 1 Science	Everyday Materials	Seasonal changes	Seasonal changes	Animals Magic!	Plants	Seasonal changes
YEAR 2 Science	Everyday Materials		Living Things and Their Habitats		Plants	Animals including humans
YEAR 1 Design Technology			Sliders and levers		Preparing fruit and vegetables	
YEAR 2 Design Technology	Free standing structures		Templates and joining		Wheels and axels	

Lower Key Stage Two Long Term Topic Plan

	Y3 Topic Headings	Science	Hist/Geog	DT	Y4 Topic Headings	Science	Hist/Geog	DT
Autumn 1	TREMORS 	Rocks	Earthquakes, volcanoes and Weather conditions and patterns in UK and parts of Europe	Project on a Page- Textiles	Raiders and Invaders 	Sound	Anglo-Saxons and Vikings	Projects on a page- Electrical Systems
Autumn 2		Light				Electricity		
Christmas fortnight	CHRISTMAS 				CHRISTMAS 			
Spring 1	The Empire Strikes! 	Forces and Magnets	The Roman Empire and its impact on Britain	Project on a Page- Food	BAMPTON BEGINNINGS 	Animals and Humans	A local history study - Compare human and physical characteristics to contrasting locality in a European Country	Projects on a page- Food
Spring 2								
Easter Week	EASTER 				EASTER 			
Summer 1	TRIBAL TALES 	Plants	Iron-age to Stone age with land use and settlement	Project on a Page- structures	THE SAME OLD RAIN 	Living things and habitats	Water Cycle Equator, Longitude and Latitude- Locations of rainforests + world weather patterns	Projects on a page- Mechanical Systems
Summer 2		Animals and Humans	Physical and human features of the locality.			States of matter		

Geography: See Target Tracker Band Statements for specific map work, locating and naming statements.

Upper Key Stage Two Long Term Topic Plan

	Topic Headings	Science	Hist/Geog	DT	Topic Headings	Science	Hist/Geog	DT
Autumn 1	GODS and MORTALS 	Forces	Ancient Greece – A study of Greek life and their influence on the Western world	Projects on a page- Food	A CHILD'S WAR 1914-1918 1939-1945 	Evolution and Inheritance	Aspect of British history that extends beyond 1066 – WWI, WWII	Projects on a page- Electrical systems
Autumn 2		Earth and Space				Electricity		
Christmas fortnight	CHRISTMAS 				CHRISTMAS 			
Spring 1	ANCIENT EGYPTIANS 	Living Things and Habitats	Ancient Egyptians- Achievements of the earliest civilizations	Projects on a page- Textiles	MISTY MOUNTAINS 	Light	Mountains- map work and study of a world mountain range in North or South America – compare with region in Europe and in United Kingdom	Projects on a page- Structures
Spring 2								
Easter Week	EASTER 				EASTER 			
Summer 1	RAGING RIVERS 	Properties and changes in materials	Rivers, coasts and erosions Local river study & Rivers around the world	Projects on a page- Mechanical systems	MAYAN GOLD! 	Living things and habitats	Non-European society providing contrast to British history	Projects on a page- Food
Summer 2		Animals and Humans	Topographical features of countries within North America			Animals and Humans	Climate zones, Biomes and vegetation belt	

Geography: See Target Tracker Band Statements for specific map work, locating and naming statements.