



ODST
Oxford Diocesan
Schools Trust

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best that we can be.

Title of Policy	Curriculum Policy
Date Adopted by the Governing Body	April 2020
Review Date	April 2023
Signed by the Chair of Governors	

Our Christian vision for Bampton CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, we are driven by our desire to offer the best possible education for our pupils in partnership with parents, ODS, Burford Partnership of schools, the Church and the local community.

OBJECTIVES

This curriculum statement aims to:

- ensure we offer a curriculum which is balanced and broadly based;
- ensure we encompass all learning and other experiences that we plan for our pupils;
- ensure we meet national curriculum expectations;
- promote the spiritual, moral, social, cultural, mental and physical development of pupils in the school;
- prepare 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;
- promote our school as 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; and
- involve the community, parents & carers.

1. Curriculum Intent

1.1 Our curriculum provision aims to inspire and challenge all learners and prepare them for the future. Bampton CE Primary School and Nursery has developed a coherent curriculum that builds on pupils' prior learning and experience. The curriculum is underpinned by a Growth Mindset culture and a focus on developing children's social, moral, spiritual and cultural education so that all pupils can become successful learners, confident individuals and responsible citizens.

1.2 Specifically, our curriculum intends to help young people to:

- achieve high standards and make strong 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; and
- value their learning outside of the curriculum and relate this to the taught curriculum.

2. The implementation of the curriculum

2.1 Bampton CE Primary School and Nursery offers 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;
- focus on teaching children the tools to be able to become effective readers from an early age;
- 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; and
- 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.

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/>

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 subjects 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; and
- the Governing Body is involved with the leadership team 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; and
- Ensure, on behalf of trustees, that the school's curriculum fulfils all statutory elements and content.

3.3 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;
- 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 the 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; and
- CPD needs are reviewed regarding curriculum planning and delivery within their area of responsibility.

3.4 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;
- lead regular CPD to staff;
- monitor progress and standards;
- support and offer advice to colleagues on issues related to their subjects; and
- audit and suggest resources required to promote effective teaching and learning.

3.5 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; and
- work in partnership with other schools and settings to provide an appropriate range of curriculum opportunities.

3.6 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; and
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

3.7 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; and
- 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;

¹ Reading, Writing, Mathematics and Science

- the number of pupils for whom the curriculum was disapplied and the arrangements which were made; and
- 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.