

Curriculum Policy



Benson C of E Primary School

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Statement of Intent

The Oxford Diocesan Schools Trust (ODST) expects its schools to develop a curriculum underpinned by the National Curriculum, enhancing this with opportunities to make learning exciting and in a meaningful context for children both in and outside the classroom. Where commonality exists between subjects and aspects, learning may be linked and where this is not achievable, subjects may be taught discretely.

ODST places a strong emphasis on the development of the basic skills necessary to be confident independent learners and successful adults. This will help to develop a strong sense of moral purpose in addition to a respect and understanding of people who have different characteristics to themselves, whether that be faith, age, disability, gender, race or sexuality. A rigorous, well planned curriculum, delivered in an ethos of care, love and support will enable our pupils to be well rounded, empathetic young people who have a thirst for learning and respect for all around them.

Religious Education is delivered through the Locally Agreed Syllabus.

Introduction

In September 2014, the Primary National Curriculum underwent some significant changes. This has provided our schools with an excellent opportunity to review and refresh their curricular offerings to the children in our schools to ensure that not only are the core skills and knowledge in English, Maths and Science covered, but also that the changes to other curriculum areas, are reflected in a broad and balanced approach to teaching the skills in the humanities, the arts and in physical and technological skills.

This statement is not a statement of prescribed curriculum design or the teaching style to be used which is a devolved responsibility of the local governing body. It is however a reminder of the statutory and advisory content of the curriculum decisions devolved to LGBs and the intention of trustees in so doing.

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.

Scope

Governing Body ✓

Teaching Staff ✓

Headteacher ✓

Support staff ✓

All School Staff ✓

Pupils

Central Office Staff

Contractors/ Service Providers

Users of the school site and buildings

Relevant Legislation

National curriculum in England: primary curriculum (May 2015 - Statutory guidance)

National curriculum in England: English programmes of study (July 2014 - Statutory guidance)

National curriculum in England: mathematics programmes of study (July 2014 Statutory guidance)

National curriculum in England: science programmes of study (May 2015 - Statutory guidance)

National curriculum in England: art and design programmes of study (September 2013 - Statutory guidance)

National curriculum in England: citizenship programmes of study (September 2013 - Statutory guidance)

National curriculum in England: computing programmes of study (September 2013 - Statutory guidance)

National curriculum in England: design and technology programmes of study (September 2013 - Statutory guidance)

National curriculum in England: geography programmes of study (September 2013 - Statutory guidance)

National curriculum in England: history programmes of study (September 2013 - Statutory guidance)

National curriculum in England: languages programmes of study (September 2013 - Statutory guidance)

National curriculum in England: music programmes of study (September 2013 - Statutory guidance)

National curriculum in England: PE programmes of study (September 2013 - Statutory guidance)

Sex and relationship education¹ (July 2000 - DfE statutory guidance)

Education Act 2002 (Section 78)

¹ [Sex and Relationship Education Guidance](#) (2000)

Related Policies

ODST Relationships and Sex Education Policy
ODST RE Policy

Related Documents

Date of Review

The policy will be reviewed as required by the Board of Directors of ODST to take account of any legislative changes and / or national policy development as well as feedback from ODST staff and schools.

General principles

Definitions

Where the term “relevant body” has been used this refers to the Board of Directors of ODST;
Unless indicated otherwise, all references to “school” include both schools and academies;
Unless indicated otherwise, all references to “teacher” include the headteacher;
Unless indicated otherwise, all references to ‘staff’ include teaching and support staff.

Delegation

The relevant body has chosen to delegate its functions to local governing bodies and headteachers as set out in this policy.

Monitoring & Evaluation

The Local Governing Body and headteacher will monitor the operation and effectiveness of the school’s curriculum policies with a regard to the relevant body’s statement Policy and deal with any queries relating to it. The relevant body, through the ethos committee, will monitor any concerns or complaints raised in relation to the policy on an annual basis.

ODST Statutory Curriculum Policy Guidance

The Oxford Diocesan Schools Trust (ODST) promotes and encourages its member schools through its Local Governing Bodies (LGB) to provide compelling learning environments at the heart of all its learning communities. They promote care and respect and expect high standards in all aspects of school life. Each school’s curriculum will offer a spiritual and moral basis for the development of each pupil’s potential and a sure foundation for personal and social values based on the individual. It will provide a distinctive language for understanding life in all its fullness and interpreting human experience.

Our aim is to meet the needs of children and young people in our schools preparing them for the next phase in their education as part of becoming valuable and productive members of society and prepare them for their future life in the 21st century. Providing an education which

stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others, The Way Ahead 2012

The trustees have devolved responsibility to individual LGBs to design and agree curriculum policies and statements which match the distinct needs of the schools within ODST. In so doing, trustees expect LGBs to have regard to the National Curriculum documents² and other curriculum guidance³ issued by the Department for Education. Trustees will, from time to time, issue guidance on a range of curriculum areas which it would expect its schools to follow when setting policy.

The educational vision and curriculum design for ODST recognises that:

- For children starting in an ODST school today, the world of 2025, when they leave education, will be very different to the world of today;
- the pace of change is increasing, hence the importance for flexibility;
- young people have, and will have increasingly, greater access to information and learning material independently of school;
- each school is a unique place with local needs and differences to which a centralised curriculum policy would be ill- matched to those demands;
- the current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life;
- curriculum delivery may involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

ODST's curriculum statement is based on the following 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;
- promote the spiritual, moral, cultural⁴, mental and physical development of pupils
- at our schools and of society;
- 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;
- deliver effective sex and relationship education, essential for young people to make responsible and well informed decisions about their lives
- 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. The Trust's aim is 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;

² <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

³ <https://www.gov.uk/early-years-foundation-stage>

⁴ [Cultural Education - A summary of programmes and opportunities](#) (2013)

- 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 Schools, as part of ODST, will design curricula 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 On behalf of the trustees of ODST, each school and its LGB will ensure that:

- all statutory elements of the curriculum, and those subjects which the LGB chooses to offer, have aims and objectives which reflect the aims of the 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 LGB is fully involved in decision making processes that relate to the breadth and balance of the curriculum;
- the LGB is involved with the leadership team in each school in setting targets with the Trust in order to make informed evaluations on the overall effectiveness of the school and its provision.

3.2 The LGB 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 Teaching staff and learning support staff will:

- ensure that the LGB's 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.

3.6 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;
- 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;
- 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 subjects⁵ 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.

4.2 The ODST Curriculum Policy will be reviewed by trustees every three years. The policy will be promoted and implemented throughout ODST.