



# **CURRICULUM POLICY**

**November 2014**

This policy to be reviewed by the Performance and Standards  
Committee Term 1 2015/16

## **1. Aims and objectives**

At Botley School our mission statement is 'Creating Excellence, Embracing All'. We believe that learning is an enjoyable, lifelong process through which everyone can achieve their best and exceed their expectations. We will challenge and support all our pupils to do well by providing an extensive range of learning experiences beyond the statutory requirement.

The **aims** of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children the basic skills of English, Maths, Science and Computing
- To enable children to be creative and to develop their own thinking
- To teach children about their developing world, including how their environment and society have changed over time
- To help children to understand Britain's cultural heritage
- To enable children to be positive citizens in society
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong
- To help children to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others

## **2. Roles and responsibilities of Headteacher, other staff and Governors**

The **Headteacher** will ensure that:

- Botley School follows the statutory requirements to meet the expectations of the new National Curriculum 2014.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Committee annually.
- The procedures for assessment meet all legal requirements pending. Pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations and what is required to help them improve. However, we are in a period of transition to establish a new assessment framework based on the new National Curriculum.
- 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 statutory targets in order to make informed decisions.

**Other staff** 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 approving this Curriculum Policy and when setting statutory and non-statutory targets.

Progress towards annual statutory targets is monitored.

National Curriculum test and teacher assessment results are published to parents/carers.

It participates actively in decision-making about the breadth and balance of the curriculum.

Political issues are always presented to pupils in a balanced way.

### **3. Planning the Curriculum**

We plan our curriculum in phases: Early Years, KS1, Lower KS2 and Upper KS2.

- We agree a long-term plan for each year group. This outlines the content taught in each subject or topic throughout the year. We review our long-term plan on an annual basis.
- Our medium-term plans, we give clear guidance on the objectives which will be taught each week of each term. These are produced by each phase on a termly basis.
- Our short-term plans are created in teams to ensure consistency of teaching and learning opportunities on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in each lesson.

In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

At Key Stage 2 the curriculum tends to be more subject based although links between subjects will be made when this adds to the relevance and cohesiveness of the learning. This means that a class may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over each Key Stage every child has the opportunity to experience the full range of National Curriculum subjects.

We aim to enhance the curriculum for all ages through our creative approach to planning in which the arts (drama, music and the expressive arts) can be incorporated in subject areas. We also actively seek and promote out of school experiences to extend children's learning and engage them practically in the subject matter. A wide range of after school activities are available for children to join in. These are offered to different age ranges throughout the year and include sporting, technological and arts based clubs.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, further information can be found in our Inclusion Policy.

### **4. The Foundation Stage**

The curriculum that we teach in the reception class meets the requirements set out in the non-statutory curriculum guidance for the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and the 3 Characteristics of Learning developing children's skills and experiences, using Early Years Outcomes to make best fit judgements as set out in this document. Our school fully supports

the principle that young children learn through play, and by engaging in child led and teacher led activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with preschool providers in the area. During the Foundation Stage, the teacher and Foundation stage staff make continual observations of the children's progress. These observations form an important part of the future planning for each child and are shared with staff, parents and carers. We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about their child's progress through the Learning Journey and regular progress / reporting meetings.

### **5. Arrangements for monitoring and evaluation**

Botley School has an annual monitoring timetable to follow, which identifies the monitoring to be carried out by subject coordinators, the Senior Leadership Team (SLT) and by staff during staff meetings. Other monitoring is:

- The Performance and Standards Committee will receive regular reports from the Headteacher and Assessment, Recording and Reporting Coordinator on statutory and non-statutory standards of achievement and attainment, plus termly (winter, spring, summer) updates using the school's ISP sheets (OPT) for tracking pupil progress. We are working with LA to create SIMS online tracking program.
- Botley School is working within West Oxfordshire Schools Partnership (WOSP) and Primary Schools are all adopting a common approach to assessment to enable schools performance to be compared using: 'Not As We Know It' curricular targets.
- Our School is using planning material from Chris Quigley 'Essentials'.
- The use of external validated data will include information held within Raise Online, will be interrogated by SLT and governors, comparing the school's performance with LA and national data.
- The evidence of the impact of national strategies on standards.
- The views of staff about the action required to improve standards.
- The nature of any parental complaints.

This policy was approved by the Governing Body on .....

Signed by..... (Chair of Governors)

This policy to be reviewed by Performance and Standards Committee Term 1 2015/16 and agreed by the Full Governing Body Term 2 2015/2016