



## KNUZDEN St OSWALD'S CHURCH OF ENGLAND PRIMARY SCHOOL

### POLICY

#### MISSION STATEMENT

*Encouraging God's Children with Courage, Compassion and Creativity*

#### OUR CORE VALUES

Kindness, Politeness, Patience, Respect, and Self-Control, all firmly rooted in Agape, Love

##### **KINDNESS/POLITENESS**

To teach our children to be kind and polite to all in good times and in adversity, as one has no idea what others are going through #justbenice

##### **PATIENCE**

To develop a community where God's love and grace can be reflected upon, and a positive peace of mind and purpose in life can be found

##### **RESPECT**

To foster respect for all in our school community, and compassion for those in the local and global communities

##### **SELF-CONTROL**

To teach our children to face challenges, developing resilience and empathy, whilst fostering self-confidence and a positive approach to learning

#### Our Vision

*At St Oswald's we learn to develop a strong faith in the Lord our God in the knowledge that He has a plan and a purpose for each of us. We learn to reflect God's love in everything we do 'Stand firm in the faith and do everything with love' 1Corinthians 16:13*



## Statement of Intent for Art

### Our school vision

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### Intent

At St Oswald’s children receive an art curriculum that allows them to develop their creative imagination, enabling them to communicate what they see, feel and think through a range of tools, media and materials. The children are given regular opportunities to experiment, invent and create their own works of art, craft and design. Skills and techniques are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Children’s interests are captured through theme learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning. Throughout the key stages children’s experience of art is enriched by finding out about famous artists (past and present), working with local artists on project and exploring our local environment for inspiration. We aim to ensure that all children are given high quality experiences, including those who may not have these opportunities outside of school.

### Implementation

#### ***What do we teach? What does this look like?***

Our whole curriculum is built on our aim to enable all children, regardless of background, ability or additional needs, to become the very best possible version of themselves. It is shaped by our vision to develop a strong faith in the Lord our God in the knowledge that He has a plan and purpose for each of us and to reflect God’s love in everything we do. **‘Stand firm in the faith and do everything with love’** 1 Corinthians 16:13

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Children are taught to;

-Produce creative work, exploring their ideas and recording their experiences

- Develop their skills in drawing painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

## **Impact**

### ***What will this look like?***

By the time children leave our school they will:

- Use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- Communicate fluently in visual and tactile form.
- Draw with increased confidence and adventurously from observation, memory and imagination.
- Explore and invent marks, develop and deconstruct ideas and communicate through purposeful drawing in 2D, 3D or digital media.
- Have an increased knowledge and understanding of other artists, craft makers and designers.
- Have independence, initiative and originality which they can use to develop their creativity.
- Select and use materials, processes and techniques skilfully.
- Reflect on, analyse and critically evaluate their own work and that of others.
- Have an enthusiasm for the subject.



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## Statement of Intent for Computing

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### Intent

At St Oswald’s, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever changing digital world. Knowledge and understanding of ICT is of increasing importance for children’s future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children’s time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children’s creativity and cross-curricular learning to engage children and enrich their experiences in school.

### Implementation

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Our whole curriculum is built on our aim to enable all children, regardless of background, ability or additional needs, to become the very best possible version of themselves. It is shaped by our vision to develop a strong faith in the Lord our God in the knowledge that He has a plan and purpose for each of us and to reflect God’s love in everything we do. **‘Stand firm in the faith and do everything with love’** 1 Corinthians 16:13

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. To ensure a broad range of skills and understanding, Computing is taught across three main strands: digital literacy, computer science and information technology. As part of information technology, children learn to use and express themselves and develop their ideas through ICT for example writing and presenting as well as exploring art and design using multimedia. Within this area, we teach all skills explicitly and do not assume prior access to technology. Within digital literacy, children develop practical skills in the safe use of ICT and the ability to apply these skills to solving relevant, worthwhile problems for example understanding safe use of internet, networks and email. An online safety lesson is carried out at the beginning of each half term with regular reminders throughout. In computer science we teach children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Also to analyse problems to computational terms, and have repeated

practical experience of writing computer programs in order to solve such problems. We also teach a progression of Computing vocabulary to support children in their understanding.

## **Impact**

The implementation of this curriculum ensures that when children leave St Oswald's, they are competent and safe users of ICT with an understanding of how technology works. They will have developed skills to express themselves and be creative in using digital media and be equipped to apply their skills in Computing to different challenges going forward.



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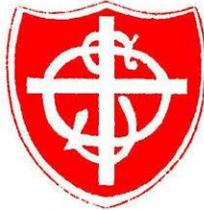
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## Statement of Intent for Design Technology

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### Intent

At St Oswald’s, children receive a design and technology curriculum which allows them to exercise their creativity through designing and making. The children are taught to combine their designing and making skills with knowledge and understanding in order to design and make a product. Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life. D&T allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art. Children’s interests are captured through theme learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning. Children will learn basic cooking skills

### Implementation

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Our whole curriculum is built on our aim to enable all children, regardless of background, ability or additional needs, to become the very best possible version of themselves. It is shaped by our vision to develop a strong faith in the Lord our God in the knowledge that He has a plan and purpose for each of us and to reflect God’s love in everything we do. **‘Stand firm in the faith and do everything with love’** 1 Corinthians 16:13

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. All teaching of DT should follow the design, make and evaluate cycle. Each stage should be rooted in technical knowledge. The design process should be closely linked to our topic. While making, children should be given choice and a range of tools to choose

freely from. To evaluate, children should be able to evaluate their own products against a design criteria. Each of these steps should be rooted in technical knowledge and vocabulary.

The key skills we teach the children are:

- sewing and textiles
- cooking and nutrition
- Using materials
- Electrical and mechanical components will be taught through a focussed DT week.

## **Impact**

### ***What will this look like?***

By the time children leave our school they will:

- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge and skills accurately.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- An enthusiasm for the subject.



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## Statement of Intent for Geography

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### Intent

#### ***Why do we teach this?***

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At St Oswald’s children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At St Oswald’s we have taken the approach of closest first to allow our youngest children to physically explore the local area and the United Kingdom. In Lower Key Stage 2 we begin to work outwards to encompass Europe focussing particularly on France, Italy and Spain as these are more likely to have been visited by our children. In Year 4 the children study North America before moving onto South American, African, Indian, Australasian or Asian countries in years 5 and 6. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children’s interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

### Implementation

#### ***What do we teach? What does this look like?***

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We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practise. School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.

## **Impact**

### ***What will this look like?***

By the time children leave St Oswald's school they will:

- Have good knowledge of where places are and what they are like.
- Have a good understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have a solid base of geographical knowledge and vocabulary.
- Have the ability to apply questioning skills and use effective analytical and presentational techniques in order to enquire geographically.
- Be developed in their use of fieldwork and other geographical skills and techniques.
- Have an enthusiasm for the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in good knowledge and understanding about current and contemporary issues in society and the environment.



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## Statement of Intent for History

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### Intent

#### ***Why do we teach this?***

History is all around us. The study of history ignites children’s curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At St Oswald’s, our intent, when teaching history, is to stimulate the children’s curiosity in order for them to develop their knowledge, skills and understanding.

### Implementation

#### ***What do we teach? What does this look like?***

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We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a

historian throughout their time at St Oswald's and do not just learn a series of facts about the past. At St Oswald's we have adopted a closest first approach to enable our youngest children to have concrete experiences on which they can draw. Our oldest children study the Ancient civilisations as this is more abstract learning. In History, pupils at St Oswald's, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skill that will help them in their adult life.

## **Impact**

### ***What will this look like?***

By the time the children at St Oswald's leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.



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## Statement of Intent for Modern Foreign Languages

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### Intent

#### ***Why do we teach this?***

At St Oswald’s, we aim to foster inquisitiveness into Modern Foreign Languages. Through deepening pupils’ understanding of language and culture of other countries, they can widen their understanding of the world. Language teaching provides the foundation of learning further languages, equipping pupils with the necessary skills and knowledge to study and work in other countries. Weaving through all of our Modern Foreign Languages teaching, is a commitment to enhancing and promoting our core Christian values; Compassion, Respect, Courage and Humility.

### Implementation

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At St Oswald’s, we teach French from Year 3 to Year 6. A variety of teaching techniques are used to encourage pupils to have an active engagement in languages, such as; games, role play, action songs, stories.

Each year we plan a whole school 'Jour de Français'. This is an incredible enrichment opportunity for all pupils to immerse themselves into the language, culture and traditions of French speaking countries.

Through Language Learning we aim to:

- To give pupils a positive, enthusiastic attitude to languages within a creative and multicultural environment.
- To nurture an interest in learning other languages.
- To introduce language learning in a way that is fun and enjoyable.
- To stimulate and encourage pupils' curiosity about language.
- For pupils to develop an awareness of language structure and that the structure differs from one language to another.
- To develop pupils' speaking and listening skills.
- To introduce the children to the skills of reading and writing in a foreign language.
- To lay the foundations for future study.

## **Impact**

### ***What will this look like?***

By the time the children at St Oswald's leave our school they should have developed:

- The courage and confidence to speak in and listen to another language with good intonation and pronunciation.
- To be able to read a simple text in another language.
- To be able to write simple text in another language.
- Be enthusiastic in learning about new cultures and new languages.
- To have strong awareness for different cultures and languages.



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## Statement of Intent for Music

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### Intent

#### ***Why do we teach this? Why do we teach it in the way we do?***

At St Oswald’s we value music because it is a most powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and the mind work together. Exposing children to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. We believe that every child should have the opportunity to develop their musical potential and we aim to signpost children to external agencies where they can further their musical development.

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We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Throughout their time at St Oswald’s children will be given many opportunities to perform vocally- singing is our passion. Children in year 3 and 5 have the opportunity to perform on a grand scale at the sing together concert. During this time, external agencies work with school to provide more focussed and technical vocal tuition. Many of our children experience high levels of deprivation and through singing we are able to ensure our music curriculum is fully inclusive. Progression in performance skills is developed through the use of

increasing complex instruments. Music is incorporated into our topic planning and each year children will listen to and appraise music, perform, compose and improvise as well as learning about the inter-related dimensions of music.

## **Impact**

What will this look like? By the time children leave our school they will:

Have an increasing understanding of a wide range of genres and use this to inform their own imaginative compositions and performances.

This will be evident through;

- A musical understanding underpinned by a solid knowledge of the inter-related dimensions of music.
- A good awareness and appreciation of different musical traditions and genres.
- An understanding of how music has impacted society and culture.
- An ability to use musical terminology effectively.
- An enthusiasm for performance and other musical activities.