



Oulton First School

-Curriculum Policy-

Headteacher: Mrs A Graham
Chair of Governors: Mr C Wass

Policy Agreed: January 2024

Review date: January 2025

Oulton C.E. First School
Rock Crescent, Oulton, Staffordshire ST15 8UH
Tel: 01785 336515
Company registration Number: 0770211
Email: office@oulton.staffs.sch.uk
Website: <http://www.oulton.staffs.sch.uk>

At Oulton First School, we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things, thus developing resilience to become creative learners and critical thinkers.

Curriculum aims

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils by ensuring that all pupils make the best possible progress and secure the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

As a church school, our Christian Values are supported by the principle of koinonia as we recognise that it takes a whole community to ensure that the child in our care reach their true potential. Our values of trust, thankfulness, friendship and forgiveness underpin the work we do in school, teaching the children that learning goes beyond the classroom and is the foundation for the way we live and interact with one another. The school motto of "Hand in hand learning together" reinforces our desire to support every child to ensure they have the best possible start to their educational journey, both academically as well as socially and emotionally.

Quality First Teaching

At Oulton, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress

- Staff have high expectations of themselves and all of the children
- Teachers are expected to impart knowledge accurately and with enthusiasm
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way
- Highly focused lesson design with sharp objectives
- High demands of child engagement with their learning
- High levels of interaction for all children
- Appropriate use of teacher questioning, modelling and explaining
- Emphasis on learning through dialogue
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to motivate children

The curriculum has been reviewed with governors, senior leaders, middle leaders and teachers

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and responsibilities

The local governing committee

The governing committee will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing committee
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing committee is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Senior Leadership

The Senior Leader in charge of curriculum will oversee that:

- the curriculum plan is up-to-date and fit for purpose
- the curriculum adheres to the requirements of the National Curriculum
- the curriculum supports progression in all years and all subject areas
- the curriculum offer is relevant, engaging and exciting

School Staff

To support the curriculum through:

- Promoting positive relationships between all members of the School community
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential
- Providing a broad, balanced and ambitious knowledge rich curriculum
- Addressing issues of entitlement to ensure equality of opportunity for all children
- Rewarding children for all the good things they do both in School and in the wider community
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others
- Providing the skills which encourage children to become confident, independent learners.

Parents and Carers

To support the curriculum through:

- Promoting positive relationships between all members of the school community
- To be understanding and supportive of our aims in Teaching and Learning
- To attend and contribute to Parent's Evening
- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables
- To praise their children for the good things that they do in school
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Organisation and planning

Staff in year groups, alongside subject leaders, have created a curriculum plan that allows time for all subjects to be taught systematically throughout the week, ensuring coverage of the National Curriculum. Through this approach, we have ensured that children do not lose the essence of individual subject areas and that specific skills for individual subjects can be taught and honed. There is a thematic approach in most year groups which has enabled class teachers to select relevant texts to support learning and ensure that reading and writing are taught across the curriculum, underpinning all learning. This curriculum plan runs on a 2-yearly cycle to ensure that children in our mixed year groups have a broad curriculum and there is no repetition of topics.

Teachers translate these plans into smaller units – medium term and then weekly plans where the specific needs of the learners are addressed.

Medium term plans are written to ensure coverage of the foundation subjects. Weekly planning uses the learning objectives, skills and knowledge from the medium-term planning for each session. The weekly plan identifies key resources, questions, and differentiation based on prior learning and promoting challenge.

Teaching is carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of lower KS2 ensuring consistency and progression across the whole school.

Subject leaders quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed. Middle leaders ensure that learning meets the requirements of the National Curriculum and provide support in ways to expand its scope wherever possible.

See our EYFS policy for information on how our early years curriculum is delivered.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Intervention

Individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need
- Detailed plans are put into place
- All interventions are time bound and data driven

Interventions are evaluated and relevant adjustments are made. Pupil Progress meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Staff/Governor committee meeting annually
- Learning walks
- Curriculum Link Governor
- Subject lead reports to the LGC
- Governor meetings

Subject leaders provide a strategic lead and direction for the subject. Subject leaders monitor the way their subject is taught throughout the school to plan improvement through:

- Learning walks
- Monitoring planning
- Pupil progress
- Book Scrutiny
- Pupil voice
- CPD/ Staff updates

Middle leaders also have responsibility for monitoring the way in which resources are stored and managed.

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. They ensure that skills and knowledge are identified in planning, suiting the needs of all children and developmental feedback is provided in line with the school’s marking policy.

The leadership team and middle leader’s feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment and feedback policy
- SEN policy and information report
- Equality information and objectives
- Pupil Premium policy
- Behaviour policy
- PSHE & RSE policy