

# ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

The Green, Cassington, Witney, Oxon, OX29 4DN

E-mail: [office.3651@st-peters.oxon.sch.uk](mailto:office.3651@st-peters.oxon.sch.uk)

Website: [www.st-peters.oxon.sch.uk](http://www.st-peters.oxon.sch.uk)

Headteacher: Mr Jon Jeffries

Tel: 01865 880443



Registered in England and Wales  
Company number 07939655



## Curriculum Policy

*St Peter's C of E school promotes Christian values and fosters an environment of spirituality, creativity and respect where everyone is valued and each child can achieve their full potential.*

St Peter's CE Primary School is part of the Eynsham Partnership Academy.

### 1. Introduction

1.1 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

1.2 We value the important partnership between home and school and hold information evenings to keep parents informed about current practice.



### 2. Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our Values Map is shown here:

### 3. Aims and objectives

3.1 Our main aim is to enable all children to realise their own potential by building on their strengths and overcoming any difficulties they may encounter. We believe that success fosters success and that it is by honest encouragement and praise from both home and school that children are made to feel secure, cared for and happy. It is in this environment that learning takes place and children acquire a sense of self-esteem and confidence.

3.2 In line with the above statement we aim:

- 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 literacy, numeracy and information technology;
- 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 understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum 2014 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 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, others and their environment
- to promote high self-esteem and to encourage children to live and work co-operatively with others.

## **2. 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 the school has 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](#).

## **3. Roles and responsibilities**

### **3.1 The governing board**

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

The governing board 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, and science, 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

### **3.2 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 board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board 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

#### **7.1 The role of the subject leader is to:**

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

7.2 The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **4. Organisation and planning**

**4.1** The National Curriculum 2014 is followed throughout the school and our own schemes of work are balanced, broadly based and promote development in all the main areas of learning and experience. We seek to educate each child as an individual, as a member of society and as a future adult member of the community. We achieve this through a variety of teaching and learning methods. Much of the learning at St Peter's is cross curricular and thematic. We follow a two year plan which is linked to key skills progression and covers the requirements of the Curriculum. Pupils are encouraged to see links and connections between their learning. Children in Nursery and Reception are taught in line with the Early Years Foundation Stage requirements.

### **4.2 RE**

As a Church Aided School Religious Education is one of our core subjects. The Religious Education in the school aims to teach the Christian faith in a way that provides both a grounding in the stories of the Bible and also shows clearly the relevance of the teaching of Jesus in life today. Children are taught to respect and understand the beliefs and customs of Judaism, Islam and Hinduism through comparisons to Christianity through learning about and learning from experiences. The Governors Policy Statement on RE is available in school.

### **4.3 English**

#### **4.3i Speaking and Listening**

We aim to develop children's understanding of the spoken word and improve their communication skills. Throughout the school, children listen to, discuss and retell stories in their own words in all areas of the curriculum. They relate events that have been important to them personally. Prose, poetry, discussion, debate, questioning and hypothesising, role-play and drama are all used to develop pupil's skills and confidence.

#### **4.3ii Reading**

Our objective is to produce pupils who read with understanding and who will therefore be able to use their skills for both pleasure and information. We achieve this through the teaching phonics and reading skills. We use a combination of reading and phonic schemes chosen for their effectiveness in securing progress. As the children progress with their reading we concentrate on their understanding and comprehension of the text.

Throughout the school, staff regularly listen to children read which may be individually or as part of a small, graded guided reading group. As the children progress through the school this pattern continues. Small group, large group and whole class book discussion form a regular part of our literacy teaching. Children engage in many tasks within guided reading sessions.

#### **4.3iii Writing**

Writing develops alongside reading from the beginning and is taught through 'Talk for Writing'. Children are taught the sounds of letters from when they enter school and are encouraged to write independently. This forms the basis for future development in a range of writing styles.

As they progress through the school, children learn the conventions of the English language - punctuation, correct grammar and spelling. We use the Read, Write Inc. spelling scheme from Year 2 to Year 6. We endeavour to ensure that our writing activities have a purpose and are effectively linked with other curricular areas. Pupils are taught to write within a range of narrative and non narrative structures.

### **4.4 Mathematics**

We aim to give children a positive and practical attitude towards mathematics. Mathematical experiences are gained through a variety of practical activities and opportunities to count, order and classify. We aim to stimulate use of mathematical language which becomes the basis for numeracy. We have no set scheme for Maths and follow the National Curriculum with our Calculation Policy giving clear guidance on how maths should be taught.

### **4.5 PE**

PE experienced in a safe and supportive environment is vital to a child's physical and emotional development. The children are encouraged to develop increasing confidence and skill in the use and control of their bodies. PE can involve potentially hazardous activities and children are taught safe practice from the beginning. This includes the use and carrying of equipment, the wearing of appropriate clothing, understanding that the wearing of all jewellery is banned and rapid response to instructions and awareness of rules.

We teach all six areas laid down by the National Curriculum— athletics, dance, games, gymnastics, outdoor and adventure activities and swimming. We are fortunate in having our own outdoor heated swimming pool and all the children have regular swimming lessons in the Summer term.

### **4.6 Computing**

Children are taught computing skills and application of Information and Communication Technology within cross curricular thematic learning which allows them access to and use of current technology. Computing in our school is used to extend and enrich learning across the curriculum and to enable children to acquire confidence and pleasure in using it. Part of our Computing curriculum is to teach children the benefits and hazards of on-line communication including in our E-Safety Policy.

### **4.7 Science**

Science is an integral part of modern culture. It stimulates and excites children's curiosity about phenomena and events in the world around them. Science links practical experiences with ideas. Our

aim is to promote opportunities for our children to develop and evaluate exploration through experimental science and modelling. Children learn to solve problems by finding ways to answer scientific questions and creative solutions. The exploration and the knowledge and understanding of science as well as its application and the world around us are the basis for our teaching throughout the school. Children are given opportunities for investigative and practical work and are taught to analyse and record their results in a variety of ways in line with the National Curriculum.

#### **4.8 Design and Technology**

We use design and technology to help prepare pupils for the modern world in which they live and the changing technologies that they will experience in the future.

Pupils act as evaluators, designers and manufacturers when creating models made from a variety of materials, including food. Pupils learn the importance of accuracy when measuring and cutting and the related safety and hygiene aspects of making models.

#### **4.9 History**

Through the study of history the children will be introduced to understanding and interpreting the past and will develop a sense of identity through learning about changes in time and place.

The children will have opportunities to learn from a range of historical sources including artefacts, visits, pictures, photographs, music, adults talking about their past, written sources, buildings etc.

As they progress the children learn to develop the ability to acquire evidence from a variety of sources and to judge their reliability and value.

#### **4.10 Geography**

Geography is concerned with the study of places, the human and physical processes which shape them and the people who live in them. It helps pupils make sense of their surroundings and the wider world. Pupils are introduced to geographical enquiry and develop a sense of identity through learning about their immediate environment, the United Kingdom and its relationship with other countries in Europe and the world as a whole.

#### **4.11 Cultural, Personal, Social, Health and Citizenship Education**

Studies in this area (PSHCE) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of the community.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Children in upper KS2 have an opportunity to make a residential visit where some of these skills are further developed. We use aspects of the SEAL programme and other sources to teach PSHE.

#### **4.12 Music**

Musical activities take place in the individual classrooms and in the whole school. As well as making music, singing, playing instruments, tuned and untuned percussion and improvisation, there are also opportunities for listening to, and appraising many differing styles of music.

Children have the opportunity to join in the Oxfordshire Festival of Voices each year with our partnership schools. Also, whole school productions occur throughout the year.

Instrumental tuition is available at school via the County Music Service. There is a very active school choir, a keyboard and recorder club.

#### **4.13 Art**

Throughout the school children have the opportunity to observe and record what they see in different media, use various materials and techniques and review and modify their work.

Children look at and discuss the work of many different artists, study their techniques and styles and use these ideas in their own work. Much work in this area is related to cross curricular activities.

#### **4.14 Sex Education (see separate Policy)**

Our aim is that children develop a sense of self esteem and respect for others, and that they learn about and understand their own physical and emotional development.

For young children questions about new life will occur in the context of the care for all young creatures, and most naturally when a new baby is born. Older children will be taught more formally about reproduction and personal hygiene through Science, PSHCE and the involvement of professionals eg the school nurse. Children's questions will be answered as honestly and sensitively as possible.

#### **4.15 Extra Curricula Activities**

Amongst activities recently or presently on offer are:- judo, football, netball, swimming, computers, art, science, drama, keyboards, guitars, recorders, choir, gardening, lace making and gymnastics. We pride ourselves on the involvement of parents and members of the community and we always welcome any new initiatives.

#### **4.16 Forest Schools**

We have a dedicated Forest School area with trained staff to lead sessions. We also liaise with a neighbouring Forest School provider for more enrichment activities.

#### **4.17 School Visits**

These take place from time to time during the year and may be on a whole school, class or group basis. They are used as stimuli for all kinds of work back at school.

Under the terms of the Education Reform Act 1988 no charge can be made for school activities during the school day or outside the school day if the activity is part of the curriculum. If a school visit is further afield the school may have to request a voluntary contribution for transport from parents. There is access to some funds for parents who find funding visits challenging.

The older children in the school have the chance to go on an extended residential visit. Places visited in recent years include Yenworthy in Somerset. This is an important and exciting time for them and as well as the educational benefit helps develop personal and social skills.

### **5. Children with special educational needs**

5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Within this there is a degree of flexibility to accommodate those children who may need an adapted curriculum to allow them to achieve their potential.

5.2 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies

5.3 The school provides an pupil profile for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

### **6. The Foundation Stage**

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

6.1 The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured 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 the variety of nurseries and other pre-school providers in the area.

6.3 During the children's first term in the reception class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

6.4 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 the way in which the children are being taught and how well each child is progressing.

## **5. 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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **8. Monitoring and review**

8.1 Our governing body's Performance and Standards committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

8.2 The headteacher is responsible for the day to day organisation of the curriculum. The headteacher and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

8.3 Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

## 6. 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:

- School visits
- School council
- Pupil surveys and interviews
- Parent surveys
- Liaison visits with Subject Leaders

Subject Leaders monitor the way their subject is taught throughout the school by:

- Work scrutinies
- Planning scrutinies
- Learning walks
- Observations

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

This policy will be reviewed every three years by the headteacher. At every review, the policy will be shared with the full governing board.

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- RE
- E-safety
- Calculation

**Policy Agreed by the Governing Body on .....**

**Signed ..... Chair of Governing Body**

**Review Date .....**