



Wootton-by-Woodstock CE Primary School

Policy Agreed: September 2019
Person Responsible: Valerie Lucas
To be reviewed: September 2021

Policy for the School Curriculum 2019

CONTEXT

This policy reflects the Teaching and Learning Practice which enables the ‘curriculum’ to be delivered at Wootton School

The school’s vision is expressed in its mission statement, which is influenced by parents, governors, the community, the ODST, national and global factors.

Wootton School is an inclusive school that puts relationships at the heart of learning. These relationships are embedded in a clear set of values, nurtured through school culture and evident in whole school ethos. The behaviour of pupils and adults is determined by the interaction of their thoughts, feelings and dialogue. Their personal qualities influence relationships, which, coupled with the teacher’s enthusiasm, professional skills, knowledge and understanding ensure that pupils are well educated.

The interaction of curriculum provision, professional skills, vision, culture and ethos form the context for learning.

THE CURRICULUM

The ‘curriculum’ is all the learning and experience that schools provide for pupils, ensuring that they have opportunities to develop in:

- Knowledge and understanding
- Competence in a wide range of skills
- Personal and social qualities, values and attitudes

The curriculum is provided through teaching and learning taking place in:

- Subject lessons
- Integrated classroom topics
- Extra-curricular activities, including day visits, residential visits, after school clubs and extra-curricular lessons
- The values promoted by the school and its community

This school also recognises that teaching and learning takes place during worship and this helps to nurture an ethos in which effective education can take place.

The National Curriculum and the foundation stage Development Matters, is that part of the curriculum which provides a statutory framework for each curriculum subject and sets out what the school must teach. The school curriculum is that part of the curriculum which schools are free to determine and includes how we teach the statutory material.



INTENT

Wootton School intends to provide a curriculum which:

- Enables developing minds to think and work creatively, critically and reflectively
- Continually seeks to increase achievement in academic and personal development with no limit placed on confidence or thirst for new ideas and understanding
- Inspires children to take risks by learning within an environment in which all pupils are happy, secure, feel valued, learn effectively and co-operate with others
- Empowers pupils to reflect on the values needed for them to take responsibility for the future and their place in it by developing personal integrity, self-esteem and well-being; to develop the knowledge, skills, ideas and understanding that they need to become fulfilled, responsible adults in a fast changing world
- Ensures a basic entitlement to effective learning opportunities and an enjoyment of learning for all
- Enthuses and supports teachers in their constant endeavour to inspire pupils to learn and achieve to the highest level.
- Reflects the school Mission Statement below:

THE SCHOOL'S MISSION STATEMENT

With deep regard for its strong Church Foundation and the National Society's Statement of Entitlement Wootton-By-Woodstock School seeks to:

- ❖ Ensure that all those associated with the School can feel at ease with the church; to have knowledge and understanding of the Christian faith and to feel comfortable in exploring and expressing their own religious beliefs
- ❖ Nurture the school's strong ethos, which is based in key Christian values, but without exerting pressure to believe. The School's Christian values are: friendship, service, courage, koinonia, creativity, faith, stewardship, peace, hope, generosity, wisdom, honesty, thankfulness, compassion, justice, forgiveness, humility and reverence
- ❖ Enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- ❖ Contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values
- ❖ Develop in our pupils an understanding of, and respect for, other major world faiths, enabling them to learn about their impact on society, culture and the wider world
- ❖ Welcome all children from the neighbourhood irrespective of religion or belief, race, nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background
Through its **nurturing** culture Wootton-by-Woodstock Church of England (Aided) Primary School also aims to:
- ❖ Inspire **creativity**, foster spiritual growth, engender **respect** and cultivate **responsibility**.
- ❖ Provide a happy, safe and caring environment for learning where everyone is valued for their own individual talents and personality;
- ❖ Deliver a high quality personalised education across a broad curriculum that celebrates individuality, secures emotional stability, and enables physical development, health awareness and intellectual fulfilment.
- ❖ Present, in particular, opportunities for children to develop an appreciation of the arts and the environment.
- ❖ Be a learning community that provides development opportunities for pupils, parents, staff, governors and students.



- ❖ Be an active establishment at the heart of village life.
- ❖ Attain maximum performance in statutory tests
- ❖ Achieve high standards of behaviour

PHILOSOPHY AND PRINCIPLES

It is an important part of the aims of the school to provide an education that is based on first-hand experience rooted in 'real life', makes optimum use of the great outdoors, and is as stimulating and as varied as possible. As enhancement to learning, all children have the opportunity to join after school clubs, work with visiting 'specialists' or other agencies and take part in day visits, residential visits and Meadow School. Such experiences provide balanced access to all subject areas.

EXPECTATION

The management body of this school believes that teachers' expectations should be high in *all* subject areas and across all aspects of school life. There is no room in this school for complacency; only by expecting the very highest standards of behaviour and attitudes to learning are we able to attain them. Children will therefore be expected to work with equal commitment in *all* subject areas and in all extra-curricular activities and social events.

IMPLEMENTATION

The school takes a consistent approach to curriculum delivery in which staff can support each other in providing what is best for the pupils.

FRAMEWORKS

Children in the reception year follow the Early Years Foundation Stage curriculum, which works towards the Early Learning Goals.

Children in Years 1- 6 work within the National Curriculum. The curriculum is appropriately adapted to meet the needs of mixed age and mixed ability classes. Topics are planned to ensure that statutory learning material is delivered and appropriate learning objectives are covered. The curriculum is designed so that topics are not repeated by groups of children as they move through the school.

Children work within the Oxfordshire Agreed Syllabus for RE and also the resource, Understanding Christianity.

Topic areas covered in PSHE are based on the new PSHE curriculum for 2019.

PE is rooted in fundamental skills taken from Real PE.

ALLOCATION OF TIME

The recommended teaching times are 21 hours for KS 1 and 23 1/2 hours for KS 2.

DESIGNING

- Core subjects are taught following the relevant policies, frameworks and schemes of work. Foundation subjects are taught according to schemes of work and curriculum policies agreed by the school. They are given equal status within the National Curriculum and are taught more flexibly so that work may be blocked or integrated to ensure effective teaching and learning.
- In planning, both long and medium term, teachers consider how cross- curricular links may be made so that learning is meaningful and enjoyable. Teachers also aim to link core and foundation subjects e.g. RE may be developed through exploring artefacts in art, geography may make use of data handling. This is 'double time' and children learn to appreciate how one subject complements and is

relevant to another. 'Double time' also releases time which can then be allocated to areas needing further emphasis such as PE, or special projects such as public performances.

- Long term plans are a guide to providing a balanced curriculum but are not 'set in stone'. Should more sensible links be made during the course of planning and should the curriculum benefit from unforeseen enrichment then this will take place.
- Topics may be run through mini-projects, weekly distributed sessions or blocked
- PSHE, SMSC, and environmental education may be given specific teaching slots or may be taught through other subjects as well as through values education and school ethos.
- Medium term plans are written each term and shared with parents as Topic Overviews. Short-term plans are written weekly or daily according to need and take the form of weekly templates, lesson plans or teachers' notes. These are evaluated and annotated taking into account the assessment of previous learning before moving on. Lesson evaluations inform the next set of teaching objectives.
- A weekly timetable indicating the whereabouts of the children and teachers, and the main content of lessons being taught, is submitted to the Head Teacher each week.
- Subject leaders monitor planning to ensure that delivery, is meeting pupils' needs and is appropriately covering the national curriculum. In addition, by using triangulation between work scrutiny, tracking data and lesson observation subject leads determine the standards and progress taking place across the school.

LEARNING

We believe that children learn best when learning is:

- Is based on relationships which demonstrate care, trust and respect
- Child centred
- Differentiated in a way that is appropriate for the age and stage of each child
- Inclusive
- Matched to learning styles
- Challenging, stimulating and varied
- Cross-curricular and holistic
- Purposeful and made explicit to the children

And when children are:

- Actively participating
- Encouraged to become independent learners
- Valued as individuals with different skills and talents
- Given ownership and enabled to make choices

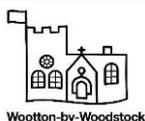
And when:

- Personal interests, aptitudes and skills are taken into account

TEACHING

We believe we enable learning best when we:

- Treat pupils with care, trust and respect
- Build on previous learning and current knowledge
- Have high expectations
- Enthuse, equip and encourage children in their work
- Make learning enjoyable
- Provide active learning opportunity
- Make use of our own enthusiasms and interests



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- Use effective questioning techniques
- Maintain expert knowledge through CPD, effective leadership and monitoring of curricular areas
- Provide a broad creative curriculum in which children participate through first-hand experience
- Teach creatively
- Are flexible with regard to the delivery of The National Curriculum and the Foundation stage Curriculum
- Organise the classroom well to facilitate independence
- Act as role models
- Make learning skills explicit to the children
- Employ the skills and talents of the wider community
- Forge close links with parents through accepting them as helpers and partners, the provision of a parent forum, home school diaries, newsletters, targets and sharing assemblies
- Use a range of teaching styles
- Use group dynamics to make the most of collaborative and cooperative learning experiences: cross phase, age and ability
- Use good planning systems linked to learning objectives, homework, previous learning, monitoring and assessment
- Give the children responsibility for planning their own learning
- Learn from and act on observation, performance management, lesson evaluations
- Provide a range of excellent and up to date resources
- Provide an element of challenge
- Are supported by excellent TAs who demonstrate initiative, offer support and maintain their skills through CPD

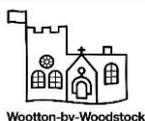
PERSONALISATION AND DIFFERENTIATION

Children are encouraged to take ownership of their learning by:

- Contributing to the planning process
- Undertaking personalised study which enables them to pursue their own interests whilst using and applying skills taught in specific subject areas.
- Devising next steps targets with the help of the teacher
- Preparing for and extending lessons through homework activity
- Accessing resources independently
- Using 'learning power'
- Participating in reward systems
- Actively contributing to displays and working walls

Teaching staff provide opportunities for pupils to engage in personalised learning programmes and to take ownership in their studies through:

- Differentiated planning for all abilities
- SEND interventions
- MA intervention
- Building on pupil interests
- Planning towards known pupil interests
- Setting specific tasks
- Groupings by need across key stages, classes, age groups and year groups
- Outcome and level of support offered
- Setting and marking homework
- Including pupils in target setting, assessment and self-evaluation



ASSESSMENT

Wootton school has a clear philosophy which underpins the use of assessment. (Reference should be made to the assessment policies.)

We believe that assessment is the process by which teachers, parents, children, and in some cases, external agencies, evaluate children's educational activity by recognised standardised responses and procedures. It identifies the progress and needs of individual children. It is concerned with the collection of evidence extracted from records and formal testing in order to produce numerical data which can then be analysed to raise School standards. In addition it may be used as part of effective planning, is sensitive and constructive and fosters motivation to succeed or improve. It promotes understanding of goals and criteria for success and develops the children's ability to evaluate their own progress. Through our assessment policy we aim:

- To inform children of their progress.
- To help children to become efficient learners and more confident people and make progress appropriate to their needs by undertaking relevant tasks.
- To help children learn to help themselves.
- To inform adults of progress made so far.
- To provide a starting point for further work, helping teachers to plan work best suited to the child's stage of development.
- To provide parents with information about their child's stage of development.
- To meet School, Academy Trust and Government attainment targets.
- To assess how well the school is functioning as a learning institution.
- To raise performance standards.

Wootton school use effective questioning, thorough feedback/ marking, encourage peer and self-assessment, and assessment strategies to regulate learning in progress.

It is the school's intention to improve on the newly introduced data system so that parents are able to readily access accurate pupil attainment data through new electronic systems.

ETHOS – THE CLIMATE FOR LEARNING

ENVIRONMENT

Wootton School aims to provide an environment that is aesthetically pleasing. That is, clutter free, tidy, has well organised resources and attractive displays.

Displays may be interactive learning devices, informative learning devices or a celebration of children's work, and must be linked to the curriculum. Drapes, artefacts and good quality paper are used to enhance displayed items. Children take ownership by learning to display their own work.

All children are encouraged to take a pride in the school, feel a sense of ownership, and are given clearly defined monitor jobs in order to keep the school clean, tidy and organised.

Cloakrooms and trays should be kept tidy, and clearly labelled. Time should be allowed for children to clear clutter when necessary. A whole school tidy up time takes place at 2.45pm every day before the final quiet session of the day. All children have monitor jobs which they are encouraged to carry out independently and in a responsible manner.

Stickers on trays, pegs or books are not acceptable and graffiti on books is not tolerated. Toys and other items from home are not allowed in school unless requested by the teacher or as part of curricular studies.



Classes are expected to be quiet and purposeful at all times and only essential movement is allowed. All adults in the school share responsibility for enforcing codes of conduct. If the working atmosphere is not acceptable then children are stopped and reminded of the school's acceptable standards.

Children are encouraged to be fully aware of the environment and each other and to treat all property and each other with due care and respect. Likewise, adults treat children with respect and enforce discipline in a firm but quiet manner.

On visits children are expected to walk quietly either in single file, pairs or groups as appropriate and to extend respect and politeness to any persons whom they encounter or work with. Adults should position themselves strategically in the interests of safety and discipline. On a coach, children are expected to fill seats from the front, use seat belts and sit quietly. Likewise, they should leave the coach from the front and wait by it until given further instructions.

We aim to be a safe and healthy school with positive attitudes to healthy eating, exercise, behavioural attitudes and sustainability issues.

VALUES

Values education provides a positive social and moral climate in which we can all work. Opportunities are provided for reflective thinking and spiritual and moral development through circle time, role modelling, class worship, assemblies, RE, and PSHE studies, the Eco-school council and the school council. All members of the school are actively valued.

SMSC

The school curriculum includes many opportunities to enhance learning experiences and enable pupils to gain a deeper understanding of times, places and cultures other than their own. It provides opportunities to develop the whole child:

Socially: To understand how people live their lives, what is important to them and what affects them; how people live and work together. Developing social skills in collaborative projects in which children need to share and support, negotiate, plan, execute and evaluate tasks.

Morally: To develop a sense of right and wrong and express and understand moral beliefs or dilemmas. They learn to evaluate opinions and values of others and express personal values and ideas inspired curriculum topics.

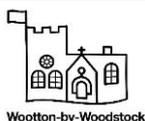
Spiritually: To build perception and an inner awareness of the self and its sensitivity to the outer world, both past and present, tangible and intangible, spiritual and natural dimensions through inner reflection. Responding to life experience and by connecting and interacting with the inner self and expressing the inner self through curriculum topics.

Culturally: To develop multicultural awareness, sensitivity and respect for those from cultures different to their own. Using curriculum topics as a medium through which to explore and understand elements of other cultures, ethnicities, nationalities and religions.

EMOTIONAL INTELLIGENCE

We aim to engender the skills for developing emotional intelligence by using a common language to work effectively and cooperatively with others. This is done through:

- The Family Links Nurturing Programme which offers a structured approach
- Personalised Emotional Literacy Support programmes
- Recognition and intervention through circle time
- Inclusivity
- Maintaining a positive perception of pupils by use of display, sharing assemblies, encouraging success, celebrating work, praise, rewards certificates, marking, and body language. We operate



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systems of school, class and individual targets connected to various rewards systems. These may be work or behaviour related.

- High expectations
- Allowing fresh starts
- Good behaviour management
- Being fair
- Creating a climate conducive to teaching and learning
- Challenging disrespectful attitudes
- Celebrating cultural diversity- through videos, texts, visitors, visiting places of worship, sharing, circle time, arts projects, assemblies

Please refer to the Equality and Access Policy

PARENTS, PARTNERSHIP AND THE COMMUNITY

Wootton school is committed to working with parents, the Academy Trust and the local community in a two-way relationship. Through these groups, pupils benefit from a broader range of specialist skills, experience of working with larger numbers of pupils and from voluntary in-school support. In return, pupils offer a fresh outlook to older members of the community and contribute to partnership learning and charity events.

LIFELONG LEARNING

This is a school that promotes lifelong learning for all and this is reflected in our approach to all connected with the school in addition to pupils. We demonstrate our commitment to lifelong learning and support of each other by:

- Valuing strengths and using these to provide CPD for others
- Providing a pleasant environment in which to work including well decorated premises and quality refreshments
- Sharing experiences in staff meetings
- Committing to our roles in school
- Dealing with conflict promptly, sharing information and giving consistent information to all
- Valuing everyone's points of view
- Practising effective communication
- Providing CPD opportunities for all employees and volunteers when applicable. ITTs, work experience, parents
- Joint policy writing and discussion

MANAGEMENT

Each curriculum area is led by a member of staff whose job it is to provide advice, maintain adequate resources, update policies and schemes of work, be aware of current trends and initiatives, attend meetings, and monitor all aspects of that subject within the framework of the school. Because Wootton is a small school with few staff, subject development is prioritised and addressed cyclically within the School Development Plan. The Head Teacher continues to observe development in those subjects which are not currently high priority. Teachers' subject responsibilities are reviewed annually according to identified need.

MONITORING AND EVALUATION

The Head Teacher reports to the Governing body on a regular basis and the governing body monitors delivery of the curriculum by working to the terms of reference and the cycle of work agreed by the



appropriate sub- committee. Subject leaders monitor and evaluate their own areas and report to the Head Teacher and the Governing Body.

CONTINUING PROFESSIONAL DEVELOPMENT

Adults are encouraged to take up opportunities to attend INSET and take part in other relevant projects that allow professional development to take place.

EQUALITY

All teaching and learning opportunities are available to all irrespective of religion or belief, race, nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background.