OLDSWINFORD C.E. PRIMARY SCHOOL

'Believe, achieve and shine brighter together'

Curriculum Overview

Introduction

Oldswinford Church of England Primary School (OCEPS) is a voluntary controlled primary school within the diocese of Worcester. We are a much larger than average primary school averaging 420 pupils on roll. Children from Reception to Year 6 are taught in two classes in each year group. OCEPS is a popular school which is consistently over-subscribed.

Aims:

- To aim for each child to achieve their full potential in all areas of the curriculum, so that they are equipped and prepared for their Secondary transition.
- To provide a curriculum that is designed to excite and motivate children with a range of topics and projects that are of interest to them and will increase their cultural capital.
- To create a positive, safe learning environment and to endeavour to develop the whole child, meeting individual needs where differences are recognised, celebrated and appreciated.
- To encourage pupils to be responsible British citizens for the future who can actively contribute to a diverse society.
- To support each child's emotional well-being so that they can talk openly about their feelings with confidence.
- To equip children to evaluate and assess, to take risks and to make positive choices as part of their learning.
- To promote lifelong learning to all, through high quality professional development for all staff and by developing a learning culture throughout the school.
- To include all members of the school community, pupils, parents, governors and staff, in the process of development not only of themselves but also of the school itself.

Whole school Curriculum Intent

Our curriculum is designed to bring our Christian vision to life by providing an engaging, inspiring and purposeful platform to enable everyone at OCEPS to 'Believe, achieve and shine brighter together'. Our vision drives our curriculum.

Believe *'Everything is possible for one who believes'* *Mark 9:23*

As a Church of England school we offer all children an invitation into the Christian faith, a chance for them to develop spiritually as well as intellectually, socially and morally. We want everyone at Oldswinford to believe in their own abilities, the abilities of others and to persevere when things are tough. We encourage them to aim high and follow their dreams. We want them to have the confidence to stand up to injustices, be respectful and to make wise choices.

At OCEPS we do this in our curriculum through:

- Creative hooks into learning so children are curious to learn more.
- Encouraging a growth mindset and having prompts up in each classroom.
- Rewarding children when they try new things and are confident to share their opinions (stickers, class rewards, HT rewards, dojos, certificates, medals, postcards)
- Encouraging an 'I can' attitude.
- Giving children the chance to talk and share their feelings and opinions in a safe and loving environment.
- Offering a relationship with the Christian faith
- Developing curiosity, confidence, self-belief and resilience

Achieve *'Whatever you do, work at it with all your heart'* *Colossians 3:23*

We have high aspirations for all our learners and believe that every child should have the chance to reach their potential. We recognise that achievements come in many guises and we are passionate about celebrating each child's individual talents. We want to ensure our children are resilient and prepared for the next steps in their learning journey and that they become well-rounded and respectful citizens who have all the skills and values they need to flourish and be happy.

At OCEPS we do this in our curriculum through:

- Carefully sequenced units of work which build on prior learning, with a specific focus on oracy, independence, creativity and practical experiences.
- A broad and balanced curriculum which is underpinned by key knowledge and skills and meets national curriculum expectations.
- Key learning objectives and questions for each unit of work
- Mini quizzes/assessment questions within each unit.
- Linking subjects to ensure learning is connected.
- Encouraging positive learning behaviours
- Ensuring children get the opportunity to share their talents

Shine brighter together *'Let your light shine for others, so they may see your good works' Matthew 5:16*

We believe that we all belong to one inclusive family and each of us has an important part to play. We understand the need for our children to be courageous advocates especially when caring about our world and the communities around us. As individuals we are diverse, unique and special but together, with God, we can be exceptional.

At OCEPS we do this in our curriculum through:

- Our school values: love, trust, generosity, respect, forgiveness, courage and joy.
- By raising money for charity and/or donating their time and sharing their talents.
- Through our daily act of worship
- Through collaborative projects
- By studying the richness of the history and culture in and around Stourbridge
- Developing our pupil's responsibilities as global citizens including links to our work about Fairtrade,
- Appreciating the little things in life and celebrating the wonders of the world.
- Ensuring parents feel part of the OCEPS family
- Enjoying shared experiences and creating shared memories
- Making sure everyone is included and feels valued.

How our curriculum is organised?

Our curriculum is organised carefully to ensure that we provide children with all of the statutory requirements as set out by The National Curriculum (2014) as well as tailoring our curriculum to ensure that it is personalised and very suited to the needs of the children in our school context.

Long-term planning overviews, skills progressions and subject approach documents were written September 2022. These are reviewed annually.

We know that OCEPS delivers an ambitious, fun, relevant, stimulating and challenging curriculum for each and every child that attends our school.

Why is our curriculum organised in this way?

We do not have a knowledge-based curriculum at OCEPS, neither do we have a skills-based curriculum. At Oldswinford CE Primary School, we have a curriculum that is proportionately balanced between knowledge and skills, whereby the skill development is placed firmly within the context of knowledge acquisition – where possible and appropriate, we do not learn new knowledge for its own sake. Relevant, purposeful knowledge is learnt through challenging, age-appropriate skills. A balance of knowledge and skills nurtures our children into critical thinkers with enquiring minds.

Curriculum and subject leaders have firmly placed the skills (as stated in the National Curriculum) at the core of their Long-Term Planning to ensure that these skills are taught and developed within the knowledge and subject-specific content. When planning, teachers can clearly see the skills that

can be promoted in which subjects and the spread across Key Stages One and Two. Each subject has a clear skills progression which is built upon year on year.

Skills Overview: The table below summarises the main skills that are taught and honed within individual subjects in our curriculum (excluding English and Maths). Whilst not exhaustive by any means and not to be interpreted as literal (as in, a certain skill is only taught 'here, here and here,') the table demonstrates the wide range of skills within and across each subject.

Art and Design Developing ideas Painting Collage Sculpture Drawing Printing Textiles Digital media Evaluation	**Computing** Computer Science Information Technology and data Digital Literacy and Communication	**Design and Technology** Designing Making Evaluating
Geography Geographical enquiry Using maps Constructing maps Fieldwork	**PSHE** Reflection Enquiry Expression Application Empathy	**History** Chronology Similarity, difference and significance Causes, events and consequences Historical Interpretation Historical Enquiry
Music Singing Composing Appraising Performance Evaluation	**Physical Education** Striking and fielding Net and wall Invasion Athletics Gymnastics Dance Swimming Sportsmanship Evaluation	**Science** Observing, identifying, sorting and classifying. Planning a scientific investigation Working with data Evaluation of a scientific investigation Fair testing

OCPES's Curriculum – The National Curriculum Overview

In line with the 2014 National Curriculum expectations, we offer an ambitious, broad and balanced curriculum that promotes pupils' spiritual, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life. Children's learning from our delivery of The National Curriculum develops the essential knowledge that they will need to be educated citizens.

As part of The National Curriculum, children attend lessons in English, Maths and Science, RE Art and Design, Computing, Design and Technology, Geography, PSHE (including RSE) History, Languages, Music and Physical Education.
Teachers at OCEPS organise these National Curriculum subjects into high-quality, meaningful learning experiences within a topic or unit of work. These learning journeys combine well-linked subject matter into purposeful themes so that the children benefit from their learning to the greatest possible impact: not only are children engaging in high-quality learning, it is structured in a way to inspire and enthuse the learners – no learning is for its own sake.

Here is a summary of the planning for learning process:

- The National Curriculum stipulates subject content into Key Stage-specific learning objectives and outcomes
- Subject leaders formulate their curriculum intent linked to our whole school intent
- Subject leaders categorise the Key Stage-specific learning objectives and outcomes into year groups to ensure maximum progression of knowledge, skills, abilities and understanding in their subject. Each subject has a skills progression document to ensure continuity across classes
- Teachers receive all of their year group-specific learning objectives and skills progression documents and plan fun, relevant, stimulating and challenging learning journeys from these, which result in exciting **outcomes.** Children progress in their knowledge, skills, abilities and understanding across subjects; they enjoy school!

OCEPS's Enrichment

At Oldswinford Primary School, we do not just want children to succeed academically; we want to build and mould 'the whole child' because we recognise that children have many differing talents and abilities; we, therefore, foster knowledge, skills, abilities and understanding development in many non-statutory but highly important areas. Our school vision and values lie at the heart of all we do. This is mapped our via our Enrichment Overview.

The Early Years Foundation Stage (EYFS)

At Oldswinford Primary School, the EYFS is seen as an essential start to a child's formal schooling, whereby vital building blocks of life and learning are laid ready for Years One and upwards. We aim to give children the best possible start in life.

We recognise that young children are not passive learners; they enjoy participating in 'hands on' and 'brains-on' activities. They actively drive their own learning and development, by the choices they make, the interests they develop, the questions they ask, the knowledge they seek, and their motivation to act more competently. Children's choices and interests are the driving force for building knowledge, skills and understanding; by working and playing with other people, they are constantly learning about themselves and their social and cultural worlds. Children build positive identities through collaborative, caring relationships with other people, by managing and taking risks, 'having a go,' experiencing success, developing resilience, and developing 'mastery' or 'can-do' attitudes. High-quality EYFS provision at OCEPS helps children to develop positive dispositions which lay the foundations for becoming lifelong successful learners in KS1 and KS2.

The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision across all areas of learning.

Ensuring Maximum Progression for all, especially those with Special Educational Needs and Disabilities

All children, especially those children with special educational needs and disabilities (SEND) are fully catered for at Oldswinford Primary School in-line with the SEND Code of Practice (2014); they do not receive a reduced curriculum though because we acknowledge that it is the quality first teaching given by the teacher all-day, every day that enables the children – including those with SEND – to make maximum progress. Therefore, teachers put the appropriate measures in place for this to happen to ensure that, wherever feasible, no child is left behind.

Where we identify that, due to one or more factors, a child is falling behind or may need additional support, measures are quickly put in place to ensure that the child catches up. These measures are individual and personal to the needs of that child at that time and may be as small as altering an element of our classroom practice. Assessment and monitoring is conducted in-class to see the impact of the measurement.

Wave 1 - Quality First Teaching- Universal Provision for all children including vulnerable learners

Wave 2 - SEND Support - Targeted Provision of intervention for some targeted learners

Wave 3 - Specialist SEND Provision – Intensive provision for a few targeted learners with complex needs Stage Four: Specialist Support

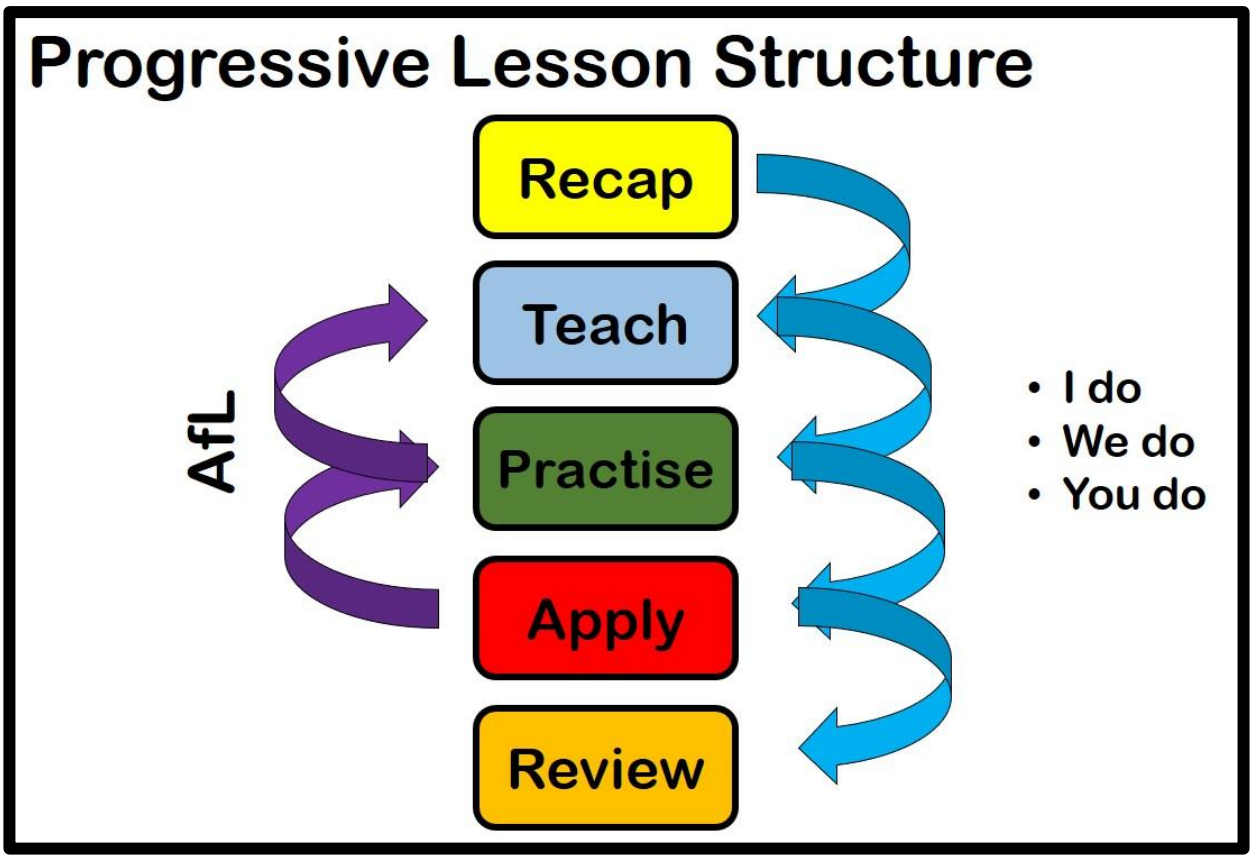
Curriculum Leadership

The Headteacher leads on the implementation of the curriculum at OCEPS
Subject leaders, responsible for individual subjects, monitor and lead on their subjects and report to the Headteacher

Planning

From the long-term planning and overviews that subject leaders devise, teaching staff organise the learning into learning journeys with stimulating and meaningful outcomes for the children. The learning content may be linked into a 'topic' or 'theme,' however, we as a school do not necessarily link every single subject together in tenuous, irrelevant ways: if there is a purposeful link between two or more subjects/objectives that will impact the learners positively, the links are exploited; if not, they are not.
Long term planning becomes more detailed in the form of medium-term planning, where teachers devise their learning objectives, success criteria and outcomes from the long term planning requirements. It is the intention that the medium-term planning is a flexible, working document that may change as the unit progresses. Change and adaptations are possible because we acknowledge that the children's interests and needs should influence the exact content/outcomes of the unit. Providing that by the end of an academic year all of the long-term planning objectives have been covered, teachers have the autonomy to shape the learning journeys to the exact needs of the children.

Implementation:



The implementation of our curriculum is achieved through quality first teaching, which has a progressive structure. Each lesson usually begins with a recap, that may includes previously learnt facts. This means that over time, children know more and remember more. These facts also give opportunities for children to apply them in later lessons, where they can be combined with other knowledge-based learning through the skills that are harnessed. This will then be followed by new teaching, which children will then have the opportunity to practise and apply.

Assessment

Within our daily practice, class teachers assess in a variety of formats:

- Formative: ongoing and cyclical which allows teachers to pitch subsequent lessons correctly; we use information from formative assessment to inform future planning and teaching, adapting lesson plans and content where appropriate.
- Summative: a snapshot of a pupil's performance at a given time, in a specific subject at a certain time. This form of assessment is usually in the form of a test and will generate a score or percentage that can be tracked.
- Diagnostic: analysis of summative tests that identify gaps in learning so that teachers can form relevant, well-tailored intervention groups or re-teach content if there is a need.

Formal data drop points occur tri-yearly. This allows children's progress and attainment in Maths and English to be sufficiently tracked ensuring that no child falls behind, and, if they are identified as such, measures can be put in place to allow for catch up. On the assessment tracker, teachers use their judgement from a variety of assessment methods (formative, summative and diagnostic) and make a judgement about where a child is against an objective from The National Curriculum. Additionally, OCEPS staff track the progress and attainment of children who are identified as needing to achieve a higher standard in Maths and English. We also have AAT assessment for SEN children who are working well below their year group.

Pupil Voice

Seeking the views of children is vital because it gains a comprehensive and child focused insight into the curriculum that we deliver and the school that they attend. Since the school and its curriculum is, ultimately, for the benefit of the children, hearing their thoughts, views and opinions will allow us as staff to reflect upon the findings and, where needed, make adaptations or changes or seek to conduct further pupil voice research.

Conducting pupil voice research will usually have a focus, for example, curriculum subject(s), teaching, learning, behaviour or lunchtimes. Children will speak to the relevant staff members and give their thoughts, often to a range of pre-set questions. The results of pupil voices are shared with staff as necessary to feedforward into school improvement.

Conclusion

Teachers and leaders at Oldswinford Primary School are immensely proud of the curriculum that we have designed. Children enjoy and progress in a broad and balanced curriculum that promotes purposeful and exciting academic learning, enrichment experiences and fosters a healthy mind and body. Learning is well-planned, accurately assessed and robustly monitored to ensure that children at OCEPS have the best possible primary school experience.