



Dedicated to Excellence

Ox Close Primary School

Curriculum Policy

2018 – 2019



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I. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils.
- 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, with high expectations for every pupil and appropriate levels of challenge and support.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

To achieve these aims the curriculum is planned to be:

- **Accessible** so that there is equality of opportunity for all.
- **Broad** so that it provides a wide range of knowledge, skills and experiences.
- **Balanced** so that each subject has sufficient time to contribute effectively to learning.
- **Coherent** so that topics can be linked where appropriate to make the whole learning experience meaningful.
- **Differentiated** so that the learning matches the aptitude and ability for each pupil.
- **Progressive** so that learning builds up in a systematic way.
- **Relevant** so that learning can link children's experiences to the world at large.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

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](#).

3. Roles and responsibilities

3.1 The Governing Body

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

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- 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.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

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.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- 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.

3.3 Other staff in school

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

Subject leaders are in charge of driving their subject forward, monitoring the provision for their subject and reporting findings back to the Senior Leadership Team.

Subject Leaders for 2018 – 2019 are:

Science	Mrs A Cox
Computing	Mr R Crowther
PE	Mrs L Payne
Geography History	Mrs H Shepherd
Art and Design Design Technology	Mrs L Woods
RE	Miss L Curry <i>Maternity cover for Miss G Robson</i>
Languages	Mrs S Harvey
Music	Miss J Todd
British Values	Mrs J Phillips

The roles and responsibilities of subject leaders are as follows:

- Scrutinising teachers' planners and pupils' work books.
- Attending relevant continuing professional development (CPD) courses to keep up to date with latest curriculum changes. She then passes on information she learns to the wider subject team via knowledge-sharing meetings.
- Looking for and sharing good education resources (such as apps, websites, software and teacher-made resources).
- Sharing examples of good practice with other schools.
- Ensuring that all necessary and important topics are covered throughout the school year.
- Organising resources for the subject and signposting staff to relevant resources.
- Supporting staff across the school with the teaching of the subject.
- Encouraging parents to get more involved and engaging them when necessary.
- Raising the profile of your subject.
- Assessing levels of knowledge among staff and deciding if training is needed.
- Finding a way to meet these training needs when necessary, such as meetings or training sessions.
- Liaising with the senior leadership team (SLT) to look at data – you should know the data for your subject.
- Setting targets and creating an action plan for the department

4. Organisation and planning

The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children.

This includes an ever growing range of 'Extra Curricular' opportunities available to our children across all year groups. The school provides an excellent range of After School Clubs allowing all children to develop diverse and exciting skills. We offer a range of after school activities, please view our After School Clubs section for further details.

Ox Close Primary School aims to teach children how to grow into positive, responsible people, who can work and co-operate with others whilst developing knowledge and skills, so that they achieve all that they can.

The Curriculum Approach at Ox Close

Ox Close Primary School teach the wider curriculum on a 2 year rolling programme.

Our Long Term Plan for 2018 - 2019 can be found below – we are currently working in Cycle B.

YEAR 1 AND YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	To Infinity and Beyond		Land Before Time		Under The Sea	

Science	Celebrations (Y1)	Little Master Chef (Y2)	On Safari (Y1)	Who am I? (Y1)	Plants and Animals Where we live (Y1)	Our Local Environment (Y2)
	 Seasonal Change					
Geography		Oceans, Continents Naming UK countries and capitals		Map of School grounds with physical and human features.		Seaside Locations – human and physical features
History	Neil Armstrong and Tim Peake		Mary Anning		Seaside – now and then	
Art	Drawing, painting, sculpture		Printing, 3D sculpture, famous artist.		Explore shades of colour. Collage, famous artist: Georges Braque . Picasso	

DT		Sculpture, design and make specific products.		Puppets		Levers and sliders – moving picture
Computer science		Algorithms / Beebots		Debugging algorithms -Beebots		J2E turtle (creating and testing algorithms)
Digital Literacy		Use keywords to search for pictures	Staying safe online			Cyberbullying
ICT	Create and save digital content		Annotate dinosaur pictures - Skitch (Manipulate content)		Compare now and then (add pictures and text.	
Music	Hands, Heart, Feet Genre: South African Music	Ho Ho Ho Genre: Christmas Song Christmas singing	I Wanna Play in a Band Genre: rock song	Zootime Genre: Reggae	Friendship Genre: none. Themes of friendship	Celebration of Excellence singing Optional consolidation topic from Charanga 'Rewind and Replay'
PE	Core Task Families of Actions (Gymnastics)	Core Task How does it Feel (Dance)	Core Task Cat Dance (Dance)	Core Task Piggy In the Middle (Games)	Core Task Mini Tennis I (Games)	Core Task Furthest Five, Take Aim and Pass the Baton (Athletics)
PSHCE Focus	Developing Good Relationships		Being an Active Citizen		Moving On – transition to next class	
RE (Agreed Syllabus)	What can we learn about Christianity from visiting a church?	Why are gifts given at Christmas?	Why is Jesus special to Christians?	What is the Easter story?	What can we find out about Buddha?	How do Buddhists show their beliefs?
Potential Visits			Hancock Museum			Souter Lighthouse

YEAR 3 AND YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Everlasting Egyptians: Life after Life?		Rocking Romans: Can you feel the power?		Woeful War: Can you pack up your troubles in your old kit bag?	
Science	Rocks, Soil and Fossils (Yr3)	Food and our bodies (Yr3)	Teeth and Eating (Yr4)	Living Things (Yr4)	Power it up (Yr4)	The big build(Yr4)
Geography	Locational Knowledge – Egypt	Human and Physical Features of Egypt		Volcanoes		Place Knowledge Human Geography WWI countries (comparisons of countries) Field work - local
History	Ancient Egypt		Romans		WWI	
Art and Design	Drawing Skills (High Renaissance Period)		Painting Skills (Optical illusions – Bridget Riley) Printing Skills (Stacey Chapman)		Sculpting Skills (Henry Moore) Textile and Collage (Patricia Greaves)	
DT		Healthy Christmas Selection Box (Food wheel)		Roman Cart (Mechanical systems)		Creating a raft to carry injured soldiers to safety
Computer Science	Introduction to Turtle	Turtle				Scratch

Digital Literacy			E Safety – passwords and using search engines			
ICT				Just 2 Easy (basic computer skills)	Using Word and Publisher and PowerPoint	
Music	Mamma Mia <i>Genre - Pop</i>	Brass Christmas singing	Stop <i>Genre: Rap (theme of bullying)</i>	Brass	Lean on Me <i>Genre: Soullgospel</i>	Celebration of Excellence singing Optional consolidation topic from Charanga 'Rewind and Replay'
PE	Swimming OAA Core Tasks On the Attack (Games)	Swimming OAA Core Tasks Mini Tennis 2 (Games)	Swimming Core Tasks (Arc Rounders)	Swimming Core Tasks Gymnastics Assessing Level 2/3 Unit 4 Tasks 1+2	Swimming Core Tasks Indian Delight (Dance)	Core Tasks Faster Higher Further (Athletics)
Languages	All About Me	Getting to Know You	Family and Friends	Food Glorious Food	Our School	Time
PSHCE Focus	Developing confidence and responsibility and making the most of our abilities	Developing a healthy, safer lifestyle	Developing good relationships and respecting the differences between people		Preparing to play an active role as citizens	Moving Forward - Transitions
RE (Agreed Syllabus)	How do Hindus worship? Y3	How and why is advent important to Christians? Y3	What can we learn about Christian symbols and beliefs by visiting churches? Y3	What do Christians remember on Palm Sunday? Y3	What do Hindus believe and how does this affect the way they live their lives? Y3	
Potential Visits			Binchester		Hartlepool Power Station	

YEARS 5 AND 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Vile Victorians		Out there beyond the stars		Bombs Away	

Science	Healthy Bodies (Y6)	Growing up Growing Old (Y5)	Out of this World (Y5)	Material World (Y5)	Amazing Changes (Y5)	Light (Y6)
Geography		Local Fieldwork		Durham and Delhi comparison of 2 specific location	Mapping Skills / Digimaps	
History	Victorian Times		Local History		World War 2	
Art and Design	Drawing Portraits – adding shade		Drawing with perspective – painting (use of colour) – Norman Cornish		Textiles and Collage – upcycle an outfit	
Design and Technology		William Morris – drawing and printing – clay work		Indian Banquet – healthy alternatives, range of cooking techniques		Y5 – Wind in Your Sails project Y6 – Take knowledge last year to create a water pump

Computer Science	Kodu – exploration		Using Kodu for a purpose – writing algorithms, de-bugging etc		Application of programming skills to other software	
Digital Literacy	Creating safe passwords		Digital Citizenship Pledge – Online Safety Week	Using search engines	Personal Information sharing	Compare and evaluate effectiveness of websites
ICT	PowerPoint		Use of word documents	Databases – population of 2 comparison locations	Publisher documents – create flier for evacuee	Spreadsheets – cost out Y6 Leavers' Assembly
Music	I'll Be There <i>Genre - Pop</i>	Christmas performance	A New Year Carol <i>Genre - classical</i>	Happy <i>Genre – Modern pop</i>	You've Got a Friend <i>Genre – country</i>	Celebration of Excellence singing
PE	Core Task Wide Attack (Games)	Core Task Grid Rugby and Tag Rugby (Games)	Core Task Making the Grade (Dance)	Assessing Level 4/5 Unit 6 Tasks 1 and 2 (Gymnastics)	Core Tasks Zone Rounders (Games)	Core Tasks Distance Challenge (Athletics)
Languages	Getting to know you	All About Ourselves	That's Tasty	Family and Friends	School life	Time Traveller
PSHCE Focus	Keeping our bodies healthy		Keeping ourselves safe		PRIDE All different but all equal	
RE (Agreed Syllabus)	What do Sikhs believe and how are these beliefs expressed? (Y5)	What are the themes of Christmas? (Y5)	What do we know about the Bible and why is it important to Christians? (Y5)	Why is the last Supper so important to Christians? (Y5)	What can we learn about Christian faith through studying the lives of the Northern Saints? (Y5)	Why should people with faith care about the environment? (Y5)
Potential Visits	Beamish / Killhope Mining Museum		Planetarium		Spennymoor Mining Museum at Town Hall	

Individual Subjects at Ox Close

Subject	How is it taught?	How is it assessed?	Resources available to support curriculum delivery
Science	Weekly sessions Scheme – Rising Stars Switched on Science Investigative approach to learning	End of Topic Assessments Ongoing Teacher Assessment	Switched on Science Reach out CPD Resources all stored in central place Subject Coordinator is Science Teacher
Geography	Taught three half terms over the year – one per term. Lessons are weekly.	Progression skills grid Milestone Tasks at the end of unit Ongoing Teacher Assessment	Full set of atlases. Use of Digi maps – school login Use of DLR boxes to support topics
History	Taught three half terms over the year – one per term. Lessons are weekly.	Progression skills grid Milestone Tasks at the end of unit Ongoing Teacher Assessment	Use of DLR boxes to support topics Links to Whitworth Park Academy
Art and Design	Taught in weekly sessions – one block per half term. Following progression of skills documents given in a Durham Network Meeting. Teachers decide on end product task.	Progression of skills documents to assess children's achievements. End product assessed alongside lesson learning objectives.	Art cupboard located in the Main Hall Resources ordered as needed (using Long Term Plan to determine in advance)
Design Technology	Taught in weekly sessions – one block per half term. Following progression of skills documents given in a Durham Network Meeting. Teachers decide on end product task.	Progression of skills documents to assess children's achievements. End product assessed alongside lesson learning objectives.	DT resources located in the PE cupboard Resources ordered as needed (using Long Term Plan to determine in advance)

<p>RE</p>	<p>As a school we follow the Durham Agreed Syllabus for Religious Education. Units are taught sequentially to ensure deeper</p> <p>One unit per half term.</p> <p>Lessons can be timetabled weekly or taught as a block where appropriate.</p>	<p>Progression of skills documents to assess children's level in RE in each year group – working towards, expected and exceeding.</p> <p>Ongoing Teacher Assessment</p>	<p>In school artefacts stored in central location</p> <p>Durham Learning Resources</p> <p>Outside visitors from a variety of religions.</p>
<p>PE</p>	<p>All children complete 2 sessions of PE weekly. As a school, we teach from the Core Task cards.</p> <p>Year 3 and 4 children attend swimming sessions at Spennymoor Leisure Centre.</p> <p>In addition to the Core Tasks children access the following:</p> <ul style="list-style-type: none"> - Y1/2 South Durham Gymnastics - Y5/6 Sunderland Foundation of Light 	<p>Core Task Cards identify opportunities for assessments – these are carried out at the end of each unit.</p> <p>Swimming – assessed by DCC swimming coach. Assessments are recorded on Swimphony.</p> <p>Evidence collected through video, photos and discussions with children.</p>	<p>Sedgefield SSP and County Durham Core Tasks</p> <p>PE Apprentice</p> <p>CPD from Sedgefield SSP – courses booked where necessary using information gathered during subject audits.</p> <p>PE Resources are stored in two areas – PE Cupboard in Main Hall and Outside Storage Container.</p>
<p>Computing</p>	<p>The Computing curriculum is split in to 3 areas – computer science, digital literacy and ICT skills.</p> <p>Lessons can be timetabled or taught as a block. It is expected to be taught regularly. Objectives from each unit to be taught over the half term.</p>	<p>Progression of skills documents to assess children's level in Computing in each year group – working towards, expected and exceeding.</p> <p>Ongoing Teacher Assessment</p>	<p>Laptops, iPads and Media Room available for use.</p> <p>Packages purchased in line with needs of curriculum.</p> <p>Support from Computing Lead available.</p> <p>Online Safety training and support provided by Durham County Council.</p>
<p>Music</p>	<p>One unit per half term.</p> <p>Lessons can be timetabled or taught as a block. It is expected to be taught regularly. Objectives from each unit to be taught over the half term.</p>	<p>Progression of skills documents to assess children's level in Music in each year group – working towards, expected and exceeding.</p> <p>Ongoing Teacher Assessment</p>	<p>Charanga Music School</p> <p>Resources all stored in central location – Music Room.</p> <p>Durham Music Service SLA.</p>
<p>Languages</p>	<p>One unit per half term.</p> <p>Lessons can be timetabled weekly or taught as a block.</p>	<p>Progression skills grid</p> <p>Ongoing Teacher Assessment</p>	<p>Access to resources online – subject leader will provide a list of suitable resources,</p> <p>Access to sound clips to support correct pronunciation.</p>

<p>SMSC and British Values</p>	<p>Ongoing throughout the year. Interwoven in to topics where appropriate.</p> <p>In addition we have the following:</p> <ul style="list-style-type: none"> - Weekly assemblies each with a different theme - Children’s Leadership Team elected by the children - Class Superstar Assembly – weekly – children voted for a star from their class and give reasons - Outside of Ox Close Celebration board - Theme Weeks to reinforce key messages. For example – Anti-Bullying, Faith week, Educate and Celebrate etc - Picture News – through assemblies - Visits from local community members and agencies – Police, Fire, St John’s Ambulance, Northumbrian Water etc. 	<p>Ongoing Teacher Assessment</p> <p>No formal recording of data but key messages shared in end of year reports.</p>	<p>Resources are made available to staff to facilitate the learning during theme weeks.</p> <p>Annual subscription to Picture News.</p> <p>DLR boxes to support.</p>
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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.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings with the Head teacher and Subject Leaders
- Observations of teaching
- Work scrutinies
- Talking to pupils
- Through information in HT Report

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
- Health Relationship Education Policy