



# Ox Close Federation

## Primary Curriculum Policy

<b>Approved</b>	<b>October 2023</b>
<b>Review Date</b>	<b>October 2024</b>

## 1. Curriculum Intent

At Ox Close Federation, we want our children to be nurtured throughout their time with us. As the children develop, we will encourage and support them all to aspire academically and socially, ensuring fairness and opportunity for all. Through this commitment to nurture and to aspire for all, we will aim to ensure that all prosper, preparing them for the next stages of their learning.

Our curriculum aims to develop children who are skilled readers, writers and mathematicians as well as fostering a broad skill set across all areas of the wider curriculum and world. We have developed our key intentions and have used these to design and develop an ambitious Ox Close Curriculum for our children considering their interests, locality, strengths and areas to develop.

The curriculum is a working document containing carefully planned sequences of learning which is constantly being reviewed and evaluated to ensure it enriches and inspires all of our children and equips them for life in secondary school and beyond.

### Our Key Intentions:

1. To develop children that are articulate, thoughtful and respectful who become well-rounded global citizens.
2. To develop a growth mindset, become ever more resilient, take risks and be prepared to learn from mistakes.
3. To develop and enhance children's vocabulary in order to be able to access a broad range of experiences and curriculum opportunities.
4. To provide the children with real life experiences that enables them to access a rich cultural capital irrespective of their starting point.
5. To ensure that staff are equal learners and provide them with continuous and dynamic professional development which reflects the evolving curriculum.
6. To inspire a love of reading across the curriculum which extends beyond the classroom.
7. To promote the Modern British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
8. To celebrate individuality, be fully inclusive and develop children who are accepting of others regardless of differences.
9. To develop children's confidence and self-esteem so that they can express their true feelings, informed opinions and views of the world in a respectful manner and be curious about the world in which they live.
10. To support the emotional well-being of children and staff.

To achieve these intentions, our 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.
- **Adaptive** 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 Executive 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 Executive Headteacher**

The Executive 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 Federation Leadership Team and Governing Body.

The subject leaders are:

English	Miss G Robson Mrs H Shepherd
Maths	Mrs J Phillips
Science	Mrs A Cox Miss E James
Computing	Mr R Crowther
PE	Mrs L Payne
Geography	Mrs H Shepherd Mr D Webb
History	Mrs H Shepherd
Art and Design	Mrs C Elliott
Design Technology	Mrs C Elliott Mr R Cummings
RE	Miss G Robson
PSHCE	Mrs L Woods
RSE	Mrs L Woods
Languages	Miss H Day
Music	Miss J Todd
British Values	Mrs J Phillips

The roles and responsibilities of subject leaders are as follows:

- Monitoring teachers' planners and pupils' work books.
- Attending relevant continuing professional development (CPD) courses to keep up to date with latest curriculum changes. Information is then disseminated to all staff.
- 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 and carers 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 Federation Leadership Team to look at data showing an understanding for the data in their subject area.
- Setting targets and creating an annual action plan.
- Reporting to Governors via Subject Leader Reports.

## 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 Cultural Capital and 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.

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.

### English

Further information on how we teach English at Ox Close can be found here:

<https://www.ox-close.durham.sch.uk/our-curriculum/curriculum-content/curriculum-english/>

### Maths

Further information on how we teach Maths at Ox Close can be found here:

<https://www.ox-close.durham.sch.uk/our-curriculum/curriculum-content/curriculum-maths/>

### Science and Wider Curriculum

We work on a two year rolling programme.

A copy of the Long Term Plans can be found: <https://www.ox-close.durham.sch.uk/our-curriculum/curriculum-plans/>

In addition, each subject has its own curriculum page on our website which has further information. The can be accessed here: <https://www.ox-close.durham.sch.uk/our-curriculum/curriculum-content/>

### How are subjects taught at Ox Close?

Subject	How is it taught?	How is it assessed?	Resources available to support curriculum delivery
Maths	Daily sessions White Rose Maths	Termly assessment using White Rose Maths assessments. Ongoing Teacher Assessment.	White Rose Resources. NCETM. Archimedes Hub.
English	<b>Phonics</b> – daily sessions - Little Wandle Phonics <b>Reading</b> – daily guided reading sessions from Y2 to Y6. <b>Writing</b> – daily - Talk for Writing	<b>Phonics</b> – Little Wandle assessments every half term. Data creates a heat map. <b>Reading</b> - Termly assessment using NFER assessments. <b>Writing</b> – End of unit piece marked in depth every three weeks. Termly assessment using Durham Assessment Grids. <b>General</b> - Ongoing Teacher Assessment.	Little Wandle CPD Resources. Access to CPD as and when required through Durham SLA.

<b>Science</b>	Weekly sessions Scheme – Rising Stars Switched on Science Investigative approach to learning	End of unit assessment against knowledge end points. Ongoing Teacher Assessment.	Switched on Science Reach out CPD Resources all stored in central place Subject Coordinator is Science Teacher
<b>Geography</b>	Taught three half terms over the year – one per term. Lessons are weekly.	End of unit assessment against knowledge end points. Ongoing Teacher Assessment.	Full set of atlases. Use of Digi maps – school login Use of DLR boxes to support topics
<b>History</b>	Taught three half terms over the year – one per term. Lessons are weekly.	End of unit assessment against knowledge end points. Ongoing Teacher Assessment.	Use of DLR boxes to support topics Links to Whitworth Park Academy
<b>Art and Design</b>	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.	End of unit assessment against knowledge end points. Ongoing Teacher Assessment.	Art cupboard located in the Main Hall Resources ordered as needed (using Long Term Plan to determine in advance)
<b>Design Technology</b>	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.	End of unit assessment against knowledge end points. Ongoing Teacher Assessment.	DT resources located in the PE cupboard Resources ordered as needed (using Long Term Plan to determine in advance)
<b>RE</b>	As a school we follow the Durham Agreed Syllabus for Religious Education. Units are taught sequentially to ensure deeper One unit per half term. Lessons can be timetabled weekly or taught as a block where appropriate.	End of unit assessment against knowledge end points. Ongoing Teacher Assessment.	In school artefacts stored in central location Durham Learning Resources Outside visitors from a variety of religions.

<p><b>PE</b></p>	<p>Get Set for PE</p>	<p>End of unit assessment against knowledge end points using the Get Set 4 PE assessment tracker. Ongoing Teacher Assessment.</p>	<p>Go Well CPD from Go Well – courses booked where necessary using information gathered during subject audits. PE Resources are stored in two areas – PE Cupboard in Main Hall and Outside Storage Container.</p>
<p><b>Computing</b></p>	<p>The Computing curriculum is split in to 3 areas – computer science, digital literacy and ICT skills. 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>End of unit assessment against knowledge end points. Ongoing Teacher Assessment.</p>	<p>Laptops, iPads and Media Room available for use. Packages purchased in line with needs of curriculum. Support from Computing Lead available. Online Safety training and support provided by Durham County Council.</p>
<p><b>Music</b></p>	<p>Charanga One unit per half term. 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>End of unit assessment against knowledge end points. Ongoing Teacher Assessment.</p>	<p>Charanga Music School Resources all stored in central location – Music Room. Durham Music Service SLA.</p>
<p><b>Languages</b></p>	<p>One unit per half term. Lessons can be timetabled weekly or taught as a block.</p>	<p>End of unit assessment against knowledge end points. Ongoing Teacher Assessment.</p>	<p>Access to resources online – subject leader will provide a list of suitable resources, Access to sound clips to support correct pronunciation.</p>
<p><b>RSE</b></p>	<p>One unit per half term. Lessons can be timetabled weekly or taught as a block.</p>	<p>End of unit assessment against knowledge end points. Ongoing Teacher Assessment.</p>	<p>Online resources. Access to CPD as and when required through Durham SLA.</p>

<p><b>PSHE</b></p>	<p>One unit per half term. Lessons can be timetabled weekly or taught as a block.</p>	<p>End of unit assessment against knowledge end points. Ongoing Teacher Assessment.</p>	<p>Online resources. Access to CPD as and when required through Durham SLA.</p>
<p><b>SMSC and British Values</b></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"> <li>- Weekly assemblies each with a different theme</li> <li>- Children's Leadership Team elected by the children</li> <li>- Class Superstar Assembly – weekly – children voted for a star from their class and give reasons</li> <li>- Outside of Ox Close Celebration board</li> <li>- Theme Weeks to reinforce key messages. For example – Anti-Bullying, Faith week, Educate and Celebrate etc</li> <li>- Picture News – through assemblies</li> <li>- Visits from local community members and agencies – Police, Fire, St John's Ambulance, Northumbrian Water etc.</li> </ul>	<p>Ongoing Teacher Assessment 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. Annual subscription to Picture News. DLR boxes to support.</p>



## **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 SEND.
- 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 SEND Policy and Information Report.

## **6. Monitoring Arrangements**

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

- Meetings with the Executive Headteacher and Subject Leaders
- Observations of teaching
- Work and evidence collection monitoring
- Talking to pupils
- Through information in Executive Headteacher's Report to Governors

## **7. Links with Other Policies**

This policy links to the following policies and procedures:

- EYFS
- SEND
- Equality
- RSE Policy