



Bishop Loveday Curriculum

Curriculum Intent

(the aims of the programme of education including the knowledge and understanding to be gained at each stage)

Our curriculum is all the planned activities that we, as a school, organise 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 extra-curricular activities that the school organises in order to enrich the experience of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. Our curriculum has sufficient breadth to deliver creative, technical, sporting and academic excellence. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

We want our curriculum to enable all pupils, regardless of their prior experiences/opportunities, to gain and retain knowledge while rehearsing and embedding skills. The curriculum is progressive in its design. Class teachers and coordinators plan and monitor the skills and knowledge taught so all children can make progress. Our "disadvantaged" pupils also receive additional support/booster in key areas of the curriculum.

The requirements of the national curriculum have been organised in to "topics". Each year group has used the ideas from "Cornerstones", alongside their own professional expertise, quality texts and engaging activities to design units of work for each term. The topics taught during each term are detailed on our curriculum map (appendix 1). Our curriculum has been designed with the viewpoint that knowledge and skills work hand-in-hand i.e. skill is a performance built on what a person knows. Knowledge and the capacity it provides to apply skills and deepen understanding are central to our curriculum design.

Within each of the "topics" taught, each subject is taught as a separate discipline. Our medium term plans have been designed so teachers can map the specific skills and knowledge they need to teach each week. Planning like this means each subject is valued and improves the effectiveness of our monitoring.

Staff meet at least twice a year, to review and update the curriculum map and to ensure coverage of objectives. We have now devised a list of objectives covered in each topic for each year group in school (please see appendix 2). In addition to these meetings, we ensure there are curriculum staff meetings throughout the year, as and when curriculum coordinators need them. For example, in preparation for science week, we had a series of staff meetings to discuss content, progression and resources. We have also had cricket coaches in to lead PE INSET and active curriculum ideas. The curriculum at Bishop Loveday is coordinated by all staff. Not only do we all have coordinator responsibilities, but we are all responsible for delivering a broad and balanced curriculum which ensures our pupils are taught, are allowed to practise, and can demonstrate the knowledge and skills they have acquired.

Every subject coordinator produces an "action plan" for the year. Often, these plans overlap as we are keen to develop links between subjects and show children that skills are transferrable. These actions plans are reviewed throughout the year as coordinators are required to update and report on their subject.

Coordinators all work to promote their subject and organise exciting opportunities/enrichment activities for the children to enjoy. These take many forms – from science weeks to art competitions and Fairtrade days. Coordinators are passionate about their areas of responsibility and we are fortunate to have a range of expertise within the school. We all have a shared responsibility for the success of our curriculum.

In addition to the planned curriculum, we embrace opportunities to further broaden our pupils' experiences. This takes many forms including:

- Collapsed timetable days for specific events e.g. World Book Day, WW1 anniversary, launch of our growth mindset, Fairtrade day.
- Collapsed timetable week e.g. science week.
- Erasmus – being part of the Erasmus project and creating links with staff and pupils from schools across Europe. The focus of this project is developing critical thinking through developing an understanding about children's rights.
- Sporting events and competitions; the school currently holds the "Gold Award" for our PE provision.
- Performances to parents which provide opportunity for children to demonstrate the knowledge and understanding gained from their learning.
- Involvement in training to take on roles within our school e.g. peer mediators, anti-bullying ambassadors, play leaders, sports captains.
- We have an active school council who meet termly to discuss issues they present from their classes but also to consult them on new ideas/initiatives.
- Children can also be elected to form part of our Eco-Council.
- The school has a "Worship Team" who meet with Reverend Sarah to discuss worship in our school.
- Across year group learning: house events where children work with others from another year group to complete an activity e.g. art and PSHE.
- We are a SCIB (Safeguarding Children in Banbury) school. The SCIB curriculum has been implemented across the school and forms part of our PSHE curriculum. It meets the unique needs of our pupils and focusses additional support to keep our pupils safe.
- Our work on SCIB and Safeguarding also encompasses Online safety and a programme of study for year 4 pupils around protective behaviours.
- Our involvement in PSHE activities, such as SCIB
- Our work on anti-bullying policy and procedures with the "All Together Programme" run by the Antbullying Alliance.
- Our curriculum also promotes the British Values of: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. At Bishop Loveday, we promote these values through our school vision, values and aims, our curriculum teaching and learning strategies, and the enrichment activities in which our pupils participate (See Promoting British Values document).
- Forest school sessions for early years and year 1. We have also made this available to some pupils higher up the school who require personalised curriculums.
- We also engage in events arranged by our school PTA (FOBLS) which provide fun activities that subsequently raise money for the school. The children love these activities and it is crucial to support this important link with our parents. Along with planned "enterprise" events (please see year 6 planning), this helps to develop children's understanding of business and finance skills.

In order to access the full breadth of the curriculum we offer, we know that children need a secure understanding of the fundamentals of learning i.e. reading, accuracy in writing (recording ideas) and

mathematical fluency. Reading is prioritised to ensure pupils can access the full curriculum and confidence in numeracy is a precondition to success across the curriculum.

Our “Growth Mindset” philosophy underpins learning in all areas of the curriculum and all year groups. We are passionate about supporting a love of learning and helping children to realise that with the right mindset they can achieve their goals.

Implementation

(How that framework is structured and explained within our school)

Each topic encountered by the pupils will build on and reinforce their skills. The units of work begin with an “engage” activity. The purpose of this is to provide all pupils with a “hook” on which to hang their learning. We work on the premise that not all pupils will have the same prior experiences and therefore some children will subsequently find it difficult to access aspects of the curriculum. The “engage” stage can take many forms e.g. a trip, an activity, a visitor or a themed day. During this stage of learning, children are encouraged to ask questions and to spark their curiosity. This stage in the topic excites children about the topic learning for the term and provides them with experiences to link their subsequent learning to.

The next stage of the topic is the “develop” stage. This section of the unit is about teaching facts and information for deeper understanding whilst also allowing the children to explore and test their own ideas. A lot of the curriculum objectives are pinpointed to this section of the term’s teaching. It is also a time for children to demonstrate new skills and allow time for consolidation. Objectives are explicitly taught but linked to their experience and the future goal/outcome of the topic. We provide creative opportunities for reading, writing, talking, making and doing across the curriculum in preparation for the “Outcome” stage.

The final stage is the “Outcome”. During this stage, children’s learning is given a purpose. The topic can culminate in a presentation, show, workbook, leaflet, solving a mystery or sharing their knowledge with another class or year group. It is a reflection on all the knowledge and skills they have gained, a celebration of their successes and a time to peer, self and teacher assess their learning. This then provides vital information about the next steps in learning.

Information about our curriculum is shared with parents in various ways:

- At the start of each year, each class holds a “Meet the Teacher” meeting. This is an opportunity for parents to come and meet the new class teacher and receive information about the curriculum for the upcoming year, trips, expectations and routines.
- At the beginning of every term, parents receive a curriculum newsletter detailing the topic learning for that term. This letter also explains a “Topic Homework” which is a piece of work the children need to complete during the term. This provides an opportunity for parents to engage in discussion with their child about their learning and work together on a project.

We also provide a breadth of extra-curricular opportunities through trips (including residential in years 2,4 and 6), workshops, visitors and after-school clubs. As a school, we have used the funding for disadvantaged learners to ensure all children can access trips and visitors. We believe it is crucial for all pupils to receive these opportunities – not only to access later curriculum content but also to enrich their experiences of the world around them. Visits and visitors can be seen on the curriculum map.

Impact

(evaluation of what skills and knowledge have been gained against expectations)

We feel confident that our curriculum delivers a breadth of experience, knowledge and skill progression. We assess children in all areas of the maths and English curriculum. PIRA and PUMA tests are used alongside teacher assessments, to ensure our assessments are robust. We have also developed an assessment framework for Science, RE, Computing and PE (please see appendix 3). These assessments, alongside formative judgements, form part of our pupil progress meetings and interventions can then be planned and timetabled to enhance pupils' capacity to access the full curriculum.

The remaining curriculum subjects are assessed through our process of curriculum review, where we evaluate the objectives delivered and subsequently plan any further lessons needed to deepen knowledge and rehearse skills. Knowledge and skill progression is planned into the curriculum. This is done by closely monitoring the curriculum coverage but also through professional discussion and coordinators monitoring skill development (see appendix 4 for skills progression documents). Our curriculum has been carefully designed and planned to ensure the progression is built in to what we teach. Skills and knowledge are building blocks and can be taught and demonstrated in a variety of different ways. As such, we aim to embed core knowledge throughout the year groups and call on these skills at an age-appropriate level across the topics.

We believe that it is not about making important what is measurable but rather making what's important measurable. We value ongoing assessment to check pupils' understanding of the curriculum and then respond through our teaching and curriculum mapping. Our assessments not only impact our immediate planning but also help us to improve future curriculum design.

The structure of our curriculum culminates in an "Outcome". These outcomes (as detailed in appendix 5) take many forms but are ultimately an opportunity for children to show the knowledge and skills they have acquired during the term. These outcomes provide valuable information for parents and teachers about how much content the children have retained but also the skills they have used and demonstrated.

We also review our curriculum by listening to pupil voice. We have conducted curriculum questionnaires with pupils and plan to implement pupil conferencing as another method to evaluate the impact of our curriculum. Our parents also contribute to our curriculum development and we have received very positive feedback. For example, 100% of parents reported (October 2018) that the school offers a range of visits and extra curricular activities to enhance children's experiences.

Our curriculum is also reviewed by the school governors. There is a governor link for "curriculum" and we have a governor linked to specific areas of the curriculum, i.e sports and PE; English, Maths, Early Years. These governors arrange meetings with the coordinators, participate in learning walks and review policies.

Our curriculum has been developed over the last 4 years. Initially, we implemented the "Cornerstones" curriculum in its entirety. We have since altered the structure to introduce some different high-quality texts, to meet the needs and experiences of our pupils; to make links with the residential visits offered by the school and in response to what teachers feel would better inspire our pupils. Our curriculum has evolved and will continue to do so. We are fortunate to have a passionate and driven team of staff who are continuously reflecting on the content and delivery of each terms' work.

Evidence of our successful curriculum:

- Skills progression grids.
- We have achieved the Gold Sports Award
- We have achieved the "Oxfordshire Care Mark" for good practice and provision for Looked After Children.
- We have achieved the Gold Award for our work on the "All Together" anti-bullying programme.
- At the time of writing, Bishop Loveday is 1st in a 30 mile radius for pupil's speed on the Times Tables Rockstar online activity. This is a times table learning tool used by many schools across the country.

Actions and Next Steps:

- Staff meeting time in term 3 to explore the skills progression grids with subject coordinators.
- Staff meeting time to review coordinator curriculum monitoring.
- Map progression in vocabulary.
- Pupil conferencing to elicit information about the learning and subject-specific skills they have gained.
- A curriculum information evening for parents in September 2019.
- Further develop our long term curriculum map to detail the subjects taught in each topic.
- Further develop our mapping of curriculum objectives by detailing the specific subject matter taught.
- Develop the language we use with the children to discuss our “topic” learning so they gain a better understanding of what they are learning e.g. Geography.