



CURRICULUM POLICY

Reviewed by RF	September 2016
Consultation with Staff	09.11.16
Adopted / Approved by Governing Body	14.11.16
Next Review Date	3 years.

The National Curriculum (2014) provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

DFE Publication "The Primary National Curriculum in England 2014"

In conjunction with the statutory guidance, Osborne Primary has designed a curriculum that incorporates the following:

Aims

Life experience is at the heart of our curriculum. When children see a purpose to their education they will learn far quicker. At Osborne Primary School the curriculum has been designed to envelop this sense of worthwhileness to help boost pupils' self-confidence and career aspirations.

Our curriculum forms the basis for our pupils' learning and their experiences during their time at Osborne Primary. Our curriculum goes beyond the requirements of the National Curriculum and encompasses creative, cultural and real life opportunities.

Our curriculum ensures that every child develops the key learning steps progressively and will receive experiences and opportunities to develop their knowledge and skills in different ways.

We ensure that learning at Osborne broadens the values and opportunities for every child as they grow and develop. Osborne offers a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Include British values

In experiencing our curriculum all pupils are given opportunities to:

- Develop their skills in English, Maths and Science;
- Develop their knowledge and understanding of the world we live in, the environment, different religions and cultures, a foreign language, technology, computing, music and the creative arts;
- Participate in sport and physical activity;
- Engage in high quality PSHE using the PATHS programme;
- Make links with SMSC (spiritual, moral, social and cultural) and RE via the use of the Birmingham LEA Syllabus and Chris Quigley Essentials Skills;
- Develop positive character traits via the school values including respect, fairness, self-control, forgiveness, courage and persistence.

Curriculum Content and Organisation

At the end of each term, the children in each year group are given the chance to identify questions or key lines of enquiry which interest them, so the teacher can plan a curriculum theme which is personally tailored to the interests of the children and allows the children to have ownership of their curriculum.

Specific attention is paid to the key vocabulary in all curriculum areas to ensure clarity and inclusion for all children.

A “Big Trip” is planned into each theme to act as a stimulus for learning and to make the theme as real, exciting and engaging as possible. Visitors are invited to school or other visits are incorporated where possible, as the children are motivated by them.

Foundation Stage:

Children follow the seven areas of learning as identified by the statutory EYFS Profile:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding of the World
- Art and Design

Themes are decided by the Early Years Team in order to address the early learning goal statements of the EYFS profile and the personal interests and needs of the children. Such themes include All About Me, People Who Help Us, Space, Transport, Growing and Mini-beasts. Other learning opportunities are also undertaken via Forest School activities, at a neighbouring school throughout the year.

Key Stage 1 and 2:

Each year group teaches the curriculum via three themes per year encouraging cross curricular purposeful links. These are as follows:

Year Group	Term 1	Term 2	Term 3
1	Life in Erdington/Birmingham/UK	Light and Dark	Once Around the World
2	Life on Earth	All Dressed Up	Getting Away
3	Wonders of the World	Water of Life	Early Man
4	Getting About	Keen to Be Green	What a Performance!
5	How We Used to Live	The Greatest Show on Earth	Out of This World
6	Your Country Needs You	Dynamic or Disastrous Decades	Making Life Easier

Each theme is taught through links with the foundation subjects as clearly laid down in the curriculum map. This map has been carefully constructed using Chris Quigley Essential Skills to ensure full coverage of the statutory National Curriculum. This is available as a download link on the School website.

Links

The Osborne curriculum is used to promote literacy and maths skills, wherever possible, ensuring rehearsal, revision and reforming. This is to enable the children to understand that these skills can be used in a variety of situations and are therefore purposeful for now and in their future life/career.

Assessment

- Formative assessment is made after each learning session using the school’s AfL criteria.
- Summative assessment can then be accurately judged by the teacher from the children’s work and formative assessments against the statements on Target Tracker.

Roles and Responsibilities

- Teachers ensure that the curriculum is well-planned, providing engaging and challenging learning opportunities. They regularly review and adapt the curriculum provision.
- Each curriculum area has a specific Subject Lead but the Assistant Head has overall responsibility for the leadership of the curriculum.
- Attainment and progress is reviewed termly by Subject Leads and presented to governors termly or annually.
- Curriculum provision is monitored by the Assistant Head and Subject Leads termly via the following procedures: Planning; Scrutiny of Pupil's Work; Pupil Progress – expected and accelerated; Attainment; Drop Ins; Learning Walks; Professional Development (PD) and Pupil Consultations.
- Curriculum provision is evaluated by the Leadership team and the governors Curriculum and standards Committee.
- The link governor also undertakes independent reviews of the curriculum via pupil consultations.