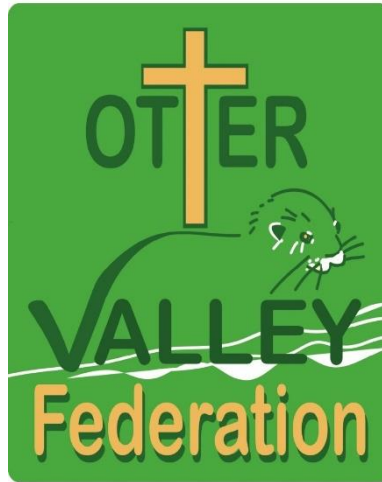


Believing and Achieving Together to be the Best We Can Be



***We aim to reflect God's love, " I have come that they
may have life, and have it to the full."
John 10:10***

***This policy has been developed and will be implemented in
accordance with the Christian vision and values of both schools.***

OTTER VALLEY FEDERATION

CURRICULUM POLICY 2020

Date approved by Curriculum Lead Governor : Autumn 2020

Next review date : Spring 2023

Otter Valley Federation

Curriculum Policy

Due to the COVID-19 pandemic, whilst we as a Federation remain committed to the Curriculum Policy outlined below, we understand that temporary adjustments are anticipated. These adjustments fall in line with government guidance and will reflect the needs and situations of the pupils in our individual schools. Key differences include provision of Home Learning online, and a change to the balance of class timetabling to facilitate the prioritisation of SEMH and the practical considerations regarding resource sharing and other elements of safe practice.

Our Vision

We share a vision....

Believing and Achieving Together to be the Best We Can Be

The Otter Valley Federation believe that every child is unique in the sight of God. We share high aspirations for every individual and work to fulfil the following aims:

- Achieve the highest standard of education in a safe and caring environment; keeping Christian values and ethos at the heart of the way we teach, live and learn.
- Ignite a love of learning in all pupils and nurture a growth mindset
- Encourage empowering partnerships between all learners in the school (pupils, parents and staff)
- Ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met
- Ensure all pupils achieve well in all aspects of the curriculum, making appropriate rates of personal progress so that they leave the Otter Valley Federation fully prepared for the next stage of their education
- Facilitate children's acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally
- Develop a range of learning powers with every pupil through the way they uncover and discover the curriculum content to help them grow as 'Powerful Learners' and as confident, happy and mature people, equipped with the academic knowledge and skills, a social conscience and enthusiasm to continue their learning.

Curriculum Intent

Knowledge + Skill (capacity to perform) + Attitude = PROGRESS

We place a strong emphasis on challenging and supporting every pupil to aspire and achieve academic success and mastery of the curriculum.

We intend to achieve this through a well-designed, progressive curriculum which enables all children to learn a high-quality curriculum: knowing more, remembering more and being able to do more of the curriculum.

We want children to understand that our curriculum comprises of a body of knowledge and skills which are hierarchical, enabling them to build a competent long-term memory and to tackle increasingly complex tasks as they move through the school.

We want children to understand that the knowledge and skills they acquire will often be transferable to different contexts.

Learning must be durable (it should last) and flexible (it should be applicable in different contexts) ...if we accept these ideas then we should always accept that learning cannot be observed in the here and now. The only way to see if something has been retained over time and transferred to a new context is to look at what students can do later and elsewhere. (David Didau)

A Relevant Curriculum

Our curriculum is designed to meet the needs of the children in the context of our locality, for example:

- We make cross curricular links with aspects of learning about Melanesian and teach about our historic links and host regular visitors at the school.
- Living close to the coast and to local rivers we ensure all children can swim by the end of KS2 with top-up swimming sessions.
- As a Church School we root our learning in our Christian values and expect attitudes to learning and behaviour to reflect these at all times.
- Year 6 children participate in the Torbay and Devon Civic Award to raise their awareness of others and develop a sense of courageous advocacy.
- Financial Education objectives have been integrated into the curriculum to ensure the children are financially literate.
- We Eat Elephants has been adopted across the school to support children's mental and emotional well-being and links with work continued in the secondary setting.
- Residential visits are an integrated part of the curriculum throughout all KS2 year groups and enable children to grow in self-confidence and independence away from familiar surroundings.
- Aware that are children experience less diversity in the community than in other parts of the UK, in RE lessons and across the curriculum we regularly plan to make specific links between the learning that is being explored and wider current affairs.
- We seek to promote peace and reconciliation through our curriculum. Feniton is an International

Cross of Nails School.

- Our PSHE Curriculum is informed by Church of England documentation including Valuing All God's Children and Mental Health and Wellbeing 2018.
- As a rural school we seek opportunities with local organisations, such as the Devon Wildlife Trust to promote a love of the environment and a respect for all living things and help the children understand how they can make a positive difference to the natural world.
- Aware again that our children can be less 'streetwise' than their peers than in other areas of Britain, we raise the profile of internet safety through PSHE and Computing.

Progress for All

The Otter Valley Federation is committed to equal opportunities and has the same academic and social ambitions for all learners. However, where this is not practical, for example for some learners with high levels of special educational needs and/or disabilities – their curriculum is designed to be ambitious and to meet their individual needs and individual progress is tracked. There is an expectation that all learners will access a full curriculum and exceptions will only be made when a child's needs deem it appropriate and all opportunities and provision have been explored.

It is our aim that children with SEND will develop their knowledge and skills to apply what they know with increasing fluency and independence. Resources and learning support are utilised to meet this objective.

Curriculum Implementation

Curriculum Structure and Progression

The Reception Year follows the DFE Curriculum Guidance for the Foundation Stage which includes six areas of learning:

- Personal, social and emotional development;
- Communication, language and literacy;
- Mathematical development;
- Knowledge and understanding of the world;
- Physical development;
- Creative development.

Where children move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when children have reached that stage in their development.

From Year 1 to Year 6 the curriculum consists of:

- The National Curriculum;
- English • Maths • Science • Art and Design • Computing • Design Technology • Geography • History • Music • PE • RE • French
- Devon Agreed Syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction.
- Sex and Relationships Education (SRE) Parents may exercise their right of withdrawal from SRE lessons.

- our PSHE curriculum, developed in response to *Every Child Matters and incorporating SRE, DATE (Drugs, Alcohol and tobacco Education), SEAL (Social and Emotional Aspects Learning) and supplemented with further work on We Eat Elephants and Be The Best You Can Be.*

We have school specific curriculum progression documents for each subject area, which document the significant knowledge and skills which children are expected to acquire in each year group. These progression documents are reviewed annually to ensure they are ambitious in our expectations.

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- visitors, including artists, craftspeople, actors, musicians;
- the use of the school grounds, the locality and the wider environment;
- educational visits;
- support of parents.

We have a thematic-based approach to organising the curriculum and these themes are shared with parents at the beginning of a term, so they can plan home learning. The themes are designed to help children make links between their learning and apply knowledge and skills across the subjects.

Curriculum Allocation of Time

Feniton School week provides **25 hours and 25 minutes** teaching time per week, which includes acts of worship.

Tipton School week provides 25 hours of teaching time per week.

Quality Teaching

OVF teachers have good knowledge of the subject(s) and they teach. Leaders provide effective support for those teaching outside their main areas of expertise. This is achieved through peer mentoring, lesson observations, work scrutiny, collaborative planning and opportunities for teachers to observe the practice of others. Members of the SMT and governors regularly drop-in to lessons to ensure standards of subject knowledge and teaching are high.

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches. Further information can be found in our Learning and Teaching Policy and our Assessment Policy.

Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. This is evidenced in medium-term and long-term planning.

Key Principles in Implementing our Curriculum

- Lessons are enquiry based and begin with a key question to be explored: Can I...? Children are encouraged to answer the question and reflect on how they achieved progress in each lesson.
- The curriculum, whilst paying due regard to achieving high standards in English and Mathematics, should be broad, exciting and challenging;
- Lesson activities should focus thinking on the key learning goals / key question and avoid overloading the working memory;
- Teaching strategies should take account of children's different learning styles to enable every child to show maximum engagement, concentration, application and productivity and the capacity to work independently and collaboratively.
- Fluency or automaticity requires 'over learning' through repeated recall. This may be achieved through pre-teach sessions / fast brain episodes;
- Learning is about the learning goal rather than the isolated activity and may need to be evaluated over time rather than in isolation during a lesson;
- Subject Progression documents, Non-Negotiables and APP sheets should be referred to when planning and assessing to ensure key knowledge and skills are the priority;
- Teachers are expected to create and maintain an attractive and organised environment that allows the learner to focus on learning. Resources displayed in the classroom should be relevant to current learning and should not overload, but should consolidate recall of knowledge and encourage children to think about the application of their learning in different contexts.
- Reading is at the heart of our curriculum and we apply a rigorous approach to the teaching of reading to develop learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge and as progress is made, children are expected to apply their reading skills with purpose and understanding across the curriculum.
- Vocabulary development is essential for high quality learning and work. Key vocabulary is planned into units of work across the curriculum, and explicitly taught within the lessons. High standards of oral literacy are promoted to ensure that every child gains the language skills necessary to achieve their potential. Subject specific/key vocab is taught discretely, but higher level non-subject specific vocab - e.g. connectives like 'therefore' - are also being taught in classrooms and important because these language skills tend to be missing among disadvantaged pupils.
- All opportunities should be taken to make teaching exciting; offering children first-hand experience to reinforce their learning and to underpin their growing knowledge, skills, understanding and attitudes;
- Learning should open their eyes to the wonders of creation and cause them to marvel at the incredible and fantastic world in which we live;

Purposeful Assessment

- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Teachers are expected to design elicitation tasks at the beginning of each unit of work to elicit children’s prior knowledge and use this assessment to inform their planning, building on progress and integrating knowledge into larger, more complex ideas.
- At the end of the unit of work, a summative assessment is completed to evidence the progress that has been made. These assessments inform planning for future learning.
- Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.

Spiritual, Moral, Social and Cultural

SMSC is embedded across the curriculum with teachers planning in awe and wonder. Elements of SMSC are brought into different subjects and students are aware of them throughout their day. We aim for high quality SMSC teaching, which will provide children with the cultural capital they need in order to flourish in today’s society, irrespective of their varying starting points.

There are also numerous opportunities for supporting the pupils’ SMSC development through the different areas of the curriculum. Spiritual development is promoted through RE sessions, a range of Collective Worships and themes such as “Signs and Symbols” and “Recognising God”. We use a “Wow Moments” system to highlight moments of spiritual reflection for the pupils.

Moral development is promoted through class Circle Times, discussions about class and school rules, and Collective Worship themes such as “Choices” and “Wisdom”. There are also elements considered within PSHE. Our Ethos Committee regularly discuss moral issues and lead collective worships.

Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHE, Sports Council, community events and Collective Worship themes such as “Harvest” and “Mothers”.

Cultural development is promoted through specific projects such as our links with the Solomon Islands. We encourage all classes to be aware of current affairs and these are interwoven into the curriculum as appropriate.

British Values plays a big role in the structure of Citizenship education and at Tipton St John are taught through a vertically streamed approach, allowing children to develop their understanding of community. We have separate guidance for British Values to ensure thorough coverage.

Smooth Transition

Learners will be ready for the next stage of education. They read widely and often, with fluency and comprehension. They will have developed a sense of responsibility and resilience which will stand them well in their secondary education. We will be able to evaluate our impact through parent and pupil questionnaires and through feedback from our secondary providers.

Transition arrangements to secondary school are well established and thoroughly planned to ensure that pupils needs are met. Activities are incorporated into our curriculum to meet these needs and include the following:

- Church School Transition morning
- Project Week
- Bicton Activity Week
- Torbay and Devon Civic Award
- Year 6 Celebration Service in addition to a Leavers' Service.

Curriculum Impact

We expect learners to develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations which meet and often exceed government expectations.

When evaluating the impact of the curriculum the following will be considered:

- Do pupils remember crucial knowledge taught previously?
- Are children able to give examples of aspects of the curriculum that have inspired them and transformed their thinking?
- Do teachers revisit content as if it is something new or do they embed what pupils already know?
- Is there evidence that teachers carefully anticipate how new knowledge fits into the bigger picture, or are lessons isolated incidents?
- Do teachers use assessment to identify specific gaps in children's prior knowledge and check for automaticity?
- Does feedback, differentiation and challenge consider specific knowledge?
- Are we increasing workload with unnecessary or elaborate differentiation practices?
- Do teachers challenge through activity of ambitious learning goals?

Roles and Responsibilities

The Head of School maintains an overview of the curriculum provided by the school and works in partnership with teachers and governors on a range of strategic planning, monitoring and evaluating tasks.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. In our school we use our own Subject Progression Documents to identify the objectives from the National Curriculum which will be covered and assessed in each year group. Subject Leaders review the Progression Document annually to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, and to maintain an overview of standards within their subject.

Subject Leaders also produce annual action plans for their subjects and a subject specific policy; support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class Teachers have the final responsibility to produce class specific, medium and short term planning for their children. They also have responsibility for the standards their children achieve, the progress they make and the evidence of this learning.

The Head of School has the overall responsibility for the quality of provision provided and the outcome

in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Subject Leader. These tasks will link into a programme of monitoring, School Development Plan priorities and actions, as well as performance management of teaching staff.

The Head of School and Subject Leader will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements. Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and pupil interviews. They will provide written feedback to governors once a year.

The Curriculum Link Governor will act as critical friend to the Head of School and Subject Leaders. Termly meetings will discuss progress made and support the identification of next steps for development.

Celebrating Curriculum Achievements

As well as regular praise, stickers and house points / class reward systems, we hold a weekly AoW which celebrates the children's academic and social achievements and families are invited.

Feniton Appendix 1 – Learning Talk

At Feniton we aim for children to become self-regulated learners who are aware of their strengths and weaknesses, and can motivate themselves to engage in and improve their learning.

We want all children and adults in our school community to develop a **metacognitive knowledge of how they learn** and be equipped with the language to talk about this.

Metacognition isn't an 'extra' task to fit into the day, but is interwoven into all teaching.

We have an agreed language which promotes talk about learning and equips children with the vocabulary needed to discuss their achievements and progress.

We begin each academic year with a discussion about '**What Makes a Good Learner?**' We return to this discussion termly and try to incorporate elements of the principles below at an age-appropriate level.

From pre-school upwards we refer to child-initiated learning as "**busy learning**", so the children can begin to relate their play and activities to learning.

In lessons we aim to begin by **activating prior knowledge** (retrieval practice activity) and lead on to **independent practice** before ending with a **structured reflection**.

Learning Talk Principles Evident in Teaching

TED – Tell, Explain, Describe – we aim to ask quality open ended questions which probe understanding and deepen thinking.

We Eat Elephants – This programme gives us a structure (a thinking circle) around which to talk about our social and emotional learning; talking through real-life scenarios.

Learning By HEART – We talk about learning and how they relate to our Heart Values.

Talk Partners – We encourage children to problem solve and consider responses to questions with a partner.

Working Walls for English and Maths – displays in the classroom help us to retrieve previous learning and promote key vocabulary.

Stem Sentences – Teachers provide and model the use of stem starters to provide a starting point for clearly explaining our understanding.

"Show me you are listening." - An expectation that all children give their attention to the person who is leading the learning.

"What do you understand?" – is better than asking "Do you understand?" (closed question).

Enquiry-based lesson objectives phrased as questions, which can be directly referred to and answered in increasing detail throughout a lesson. We plan this questions carefully and reflect on how they progress through skills and knowledge, with reference to **Bloom's Taxonomy**.

Teachers should verbalise their metacognitive thinking as they work through a task e.g "What do I know about problems like this?"

“Using your memory, shapes your memory.” Robert Bjork

We want children to understand that we have a **short-term memory** and **long term memory** and in order **for learning to ‘stick’** in our long term memory we have to **retrieve** it regularly and use it.

Challenge will grow the mind: Challenge is crucial to learning. It must be at an appropriate level to motivate children and not ‘overload’ children’s cognitive processes. At Feniton we want children to expect to be challenged, to accept challenge positively and to learn from their mistakes.

Monitoring the Quality of Learning Talk

Subject Leaders and the Senior Management Team monitor the quality of Learning Talk through regular Pow Wows. A Pow Wow is a group of learners talking together to identify and celebrate their achievements and particularly their progress and wow moments in their learning, using evidence from their exercise books.