



Curriculum Learning and Teaching Policy 2024

Date: October 2024

Due for Review: October 2026

Ottershaw Christ Church C of E Schools: Motivated to learn, empowered to achieve

“I have come that they may have life, and have it in all its fullness. I am the Good Shepherd” John 10: 10 – 11

“You are a child of God. You are wonderfully made, and precious in his sight. Before God made you, He knew you. There is no-one else like you.” Psalm 139

“Start children off on the way they should go, and even when they are old they will not turn from it” Proverbs 22:6

Our Vision

We are excited by Jesus’ invitation to ‘live life in all its fullness’ (John 10:10) and wish to create a loving community where, by serving God, excellence is pursued and individual achievement is celebrated, so that all children are inspired and empowered to flourish as successful adults.

“What the Spirit brings is; Love, Joy, Peace, Patience, Kindness, Goodness, Trustfulness, Gentleness and Self-control.” Galatians 5:23

Our Values

Ambition, Compassion, Courage, Responsibility, Resilience, Respect, Honesty and Trust.

With our Christian Vision and Values underpinning all the work we do, our children learn together in an atmosphere of high expectations, mutual respect and friendship. We know and value each child in our school and believe in ensuring that all children achieve their best through high quality teaching and support.

Learning at Ottershaw Christ Church is an exciting and challenging experience for each child. There is a strong emphasis on delivering all areas of the curriculum to a high standard, so that each child experiences a broad and balanced curriculum; developing skills, knowledge and understanding in all areas.

Our schools develop the whole child; our curriculum offer is broad, supported by a wealth of first-hand experiences to bring the learning alive and support spiritual, moral, social and cultural development.

Curriculum Rationale

Our curriculum, supported by our Christian Foundation, is carefully designed to enable our children to flourish and live life in all its fullness. It focuses on achievement and aspiration through developing the ‘whole child’ based on our core Christian values of ***ambition, compassion, courage, respect, responsibility, perseverance, resilience, honesty and trust.***

Curriculum Aims

We aim to engage our pupils in the learning process by offering them a varied and interesting curriculum across a broad range of subject areas. We want them to be ***ambitious*** to acquire the

knowledge, skills, understanding and values that equip them for the next stages of their education and beyond.

In an ever-changing world we cannot provide all the knowledge and skills for the future but we can enable them to develop the *resilience* to learn, the *perseverance* to problem solve and the *courage* to embrace change and try new things. We will support their personal development to enable them to be *responsible, respectful, trustworthy and honest* in their relationships – both personal and professional. We want our children to be *compassionate* citizens of the world, and rise to the challenge and opportunity that living life in all its fullness brings.

Curriculum Principles

We are proud to be members of the Good Shepherd Trust. By working in collaboration with all the other schools in the Trust, we are working to create a shared understanding of what a strong curriculum offer should look like in all of our schools. Whilst we are free to adapt our curriculum to meet the needs of the learners in our Ottershaw schools, and review our curriculum provision each year, we do subscribe to the Good Shepherd Trust Curriculum Principles as members of the wider Trust of schools to which we belong. These principles can be found in appendix 1 of this policy.

Behaviour for Learning

It is important to us that our classroom environments create optimum conditions for learning and teach children to be independent and curious in their approach.

Right from the Early Years when children start with us, we promote the ‘Characteristics of Effective Learning’ as ideal learning behaviours that, underpinned by our School Values, prepare our children to be successful adults.

The Characteristics of Effective Learning that we look for in pupils learning behaviours are:

- Engagement
- Active Learning and Personal Motivation
- Creating and Thinking Critically

Curriculum Balance

We design, organise and plan our curriculum to ensure that all children receive an appropriate mix of academic and personal development within their learning every week. Whilst English and Mathematics may receive a larger proportion of learning time to ensure children are secure in these subjects, we place an equal importance on all subjects as essential ingredients of our curriculum offer to all children. We are strongly committed to ensuring all our children receive a balanced curriculum as this enables them to find their natural flair for some learning, challenge themselves to work beyond their natural comfort zone in others; and demonstrate capabilities and skills in different ways. By using our extensive school grounds we are able to provide a wider range of learning experiences for all children from Nursery to Year 6.

The school provides a motivational curriculum, where all children are encouraged to invest in their own learning. Risk taking, new experiences and creative challenges build resilience and create independent confident children; ready to tackle all areas of study.

Curriculum Breadth

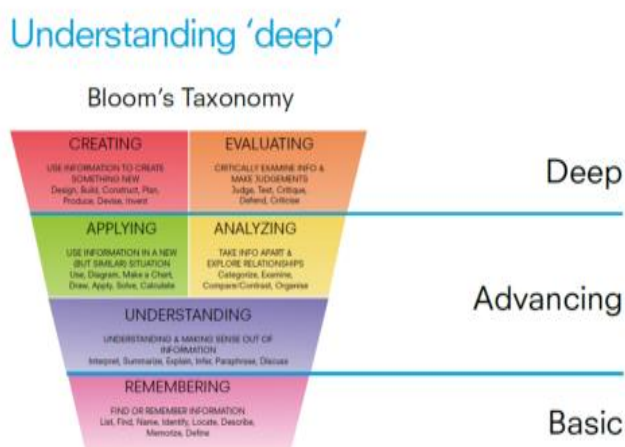
We offer a broad curriculum which is delivered in a cross-curricular approach wherever possible, and is enriched by cultural experiences and visits to places of interest.

Whilst we deliver the National Curriculum in the Core Subjects of English, Mathematics, Science and Computing; and deliver the locally Agreed Syllabus for RE, we take advantage of the curriculum freedoms our Academy Status brings and adopt a flexible approach in choosing our topics in the other Foundation Subjects. This enables us to deliver learning which is relevant to our pupils and provides links to both our physical location and local history, as well as promoting an understanding of global issues and the wider world.

Curriculum Depth

At Ottershaw we define progress as; the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and plan our curriculum to ensure that children do not merely cover content but achieve a depth to their learning which enables them to transfer skills to all areas of the curriculum.

We use a Mastery Approach (based on Cognitive Load Theory) in our planning and lesson delivery. This ensures that all children receive opportunities to deepen their understanding through a series of carefully planned lessons which use small steps, repetition, variation, problem solving and challenge to ensure that learning is sufficiently mastered at each stage before moving on to another stage. To support our planning and delivery of deep learning, we refer to B.A.D. verbs to offer challenge to all our children and enable them to achieve well in all subjects. B.A.D verbs are based on Bloom’s taxonomy.



Our teachers use well-planned, skilful questioning to:

- explore thinking,
- probe children's understanding,
- identify and unpick any misconceptions children may have
- challenge learning further
- assess/evaluate learning throughout our lessons every day.

We use a mix of open and closed questions and vary the types of questioning we use (descriptive, reflective and speculative) to support, scaffold and challenge children's knowledge and understanding across the curriculum. Sometimes questions will be tailored to a specific child or group of children, whereas on other occasions the questions may be open to the whole class.

Teachers regularly use questioning alongside 'retrieval' activities to check that children have a secure understanding of what has been taught and use this, alongside our weekly 'remembering tasks' to assess and evaluate the impact of learning as we review our curriculum every year.

Subject leaders use 'pupil voice' to also evaluate the impact of learning across all subject areas and support curriculum review.

Opportunities to Access and Experience Spiritual, Moral, Social and Cultural (SMSC) Aspects of Education

We believe SMSC Education lies at the heart of our curriculum. It supports our Christian Foundation, our Vision for our community and prepares each child for life in Modern Britain.

Spiritual Education

Promoting and nurturing children's personal spirituality is of huge importance to our school community. We believe spiritual education is more something that is 'felt' and is hard to define. However, we feel that by providing children with opportunities every day to feel loved, safe, secure and happy in our daily lives together, they develop the trust and confidence to open their minds and imaginations to explore their spiritual selves. We believe that it is more than 'special moments' and 'wow moments' (although we work hard to create these experiences for children within the school day) – it is also how we treat each other within our school community every day.

By nurturing spirituality we believe it helps us all to:

- Build and sustain our self esteem
- Develop our capacity for critical and independent thought
- Foster our emotional development, particularly in regard to being able to express feelings
- Develop our empathy and imagination
- Appreciate moments of stillness and reflection
- Understand our moral obligations towards others
- Appreciate and be thankful for our lives
- Feel fulfilled personally and professionally

We have strong links with Christ Church at Ottershaw and actively use our curriculum to nurture spirituality through investigating, giving a choice of response, debating, questioning and providing

space and time for independent thought and reflection each day. We also use Pause Week, Prayer Spaces and Godly Play within our RE curriculum to actively promote spirituality.

Moral Education

The children at Ottershaw have a strong understanding of right and wrong. This is reinforced through our values based behaviour system. All classes agree rules at the beginning of each year which are signed in a class charter and regularly embedded within our curriculum expectations. To reinforce the importance we place on our School Values children at the Junior School earn Merits for exemplifying the values and acting as role models to others. At both schools exemplification of School Values is rewarded in celebration assembly by a 'Values Certificate' and at the infants, children put a 'gold coin' on the Values Rainbow.

Children show a keen interest in offering views about moral and ethical issues, particularly through our Philosophy For Children (P4C) lessons. Children are given an understanding of how a democracy works through voting children to our Schools Councils in both schools, and, at the Junior School by voting for Head Boy, Head Girl and Sport Captains.

In addition, the Junior School also runs a House system. KS2 children are divided into 4 houses, and children are awarded points for their house to reward good behaviour and achievement, developing further a sense of collective responsibility.

Our ethos and charitable giving goes deeper than 'fund raising' to support those in need. We are committed to ensuring our children become leaders and compassionate citizens in their adult lives, and foster 'Courageous Advocacy' through our work with our School Councils each year.

Social Education

The school is at the heart of a supportive, social community. Children are encouraged to use a range of social skills in different contexts, through the provision of numerous clubs, fairs, discos, events, trips and inter-school events.

Cultural Education

As part of our Arts Mark accreditation, we thoughtfully enrich our curriculum with cultural experiences and visits.

Our children participate in a wide range of artistic, musical, sporting and cultural opportunities. Their achievements within these areas are celebrated weekly during Celebration Assembly during which trophies, awards and certificates are shown and discussed.

Curriculum Organisation and Planning

Our whole curriculum for every subject in each year group is planned to enable a clear progression of skills and knowledge across each key stage. This knowledge and skills progression ensures that we maintain our high expectations and aspirations for learning in all curriculum areas and teachers in all year groups clearly understand what we expect their pupils to be able to do and know by the end of each academic year.

We organise our curriculum into Topics. Typically, topics last for half a term at a time at the Infant School and a term at a time at the Junior School. As much as possible we plan for meaningful links in learning between subjects and use a cross-curricular approach to our lessons where appropriate.

To ensure that our curriculum meets the needs of our children we review and plan our curriculum as a whole staff every year.

Once the annual Long-Term Curriculum Plan has been finalised, year group partners work with Subject Leaders to then prepare termly medium term schedules to map what they will teach and when, to enable them to have a clear overview of how each subject will fit in to their children's learning week by week. This maximises cross-curricular opportunities and allows any planned visitors to school, visits to places of interest and other cultural experiences to deepen and enrich the planned learning. It also ensures that, whilst we ensure appropriate curriculum coverage, we do not try over-plan each topic to the detriment of meaningful, deep learning and understanding.

We do not expect teachers to produce individual lesson plans, but ask that they support one another to produce weekly plans (and the associated resources) which are used consistently across the year group. Weekly resources and any planning must be ready and accessible on the 'Shared drive' **by Thursday evening each week** for the following week to support work life balance for all colleagues.

We plan our curriculum and topics carefully every year, we do use some Commercial Schemes of Work as a basis for planning. Whilst we do have commercially produced resources available to support planning and lesson delivery, but do not use these entirely for learning in any subject area. This means that all lessons are well-planned to closely match the needs of *our* children.

Commercial Schemes which are used to support learning are:

- Real PE for PE
- Access Art for Art
- Projects on a Page for DT
- White Rose Maths for Mathematics
- White Rose Science for Science
- Jolly Phonics for Phonics
- Jigsaw for PSHE
- Surrey SACRE Agreed Syllabus for RE
- Teach Computing and Project Evolve for Computing

Subject Specific Curriculum Information

English

Our vision is that pupils leave Ottershaw Christ Church C of E Infant & Junior Schools as articulate, literate young people. We aim to achieve this by encouraging independent reading and writing at the earliest stages, developing independent skills to process, understand and challenge ideas in texts. To write confidently and independently in a range of meaningful contexts. This is underpinned by an environment and curriculum that are language rich.

Learning is based on a wide range of high quality texts which enable children to develop vocabulary to articulately discuss, challenge and share thoughts, ideas and feelings either verbally or through independent writing. Our learning is underpinned by a wider curriculum that is language rich, ensuring opportunities to develop and broaden vocabulary, Oracy and questioning skills as we encourage

thoughtful questioning and discussion through P4C and Debating and create meaningful cross-curricular writing opportunities.

By applying the mastery approach to English we scaffold learning to ensure most children develop age-appropriate skills and stamina for writing independently. By providing meaningful cross-curricular writing opportunities we aim to engage children to become confident writers.

We promote a love of reading and teach the key skills of how to decode texts, retrieve information and infer meaning by using a consistent approach, supported by a breadth of high quality texts, both real books and online.

We enable children to develop vocabulary to articulately discuss, challenge and respond to what they have read; and share thoughts, ideas, opinions and feelings either verbally or through independent writing.

By embedding opportunities to develop and broaden vocabulary, Oracy and questioning skills both within English lessons and across the wider curriculum using P4C and Debating, we enable our children to become articulate, literate, independent thinkers.

Our English curriculum supports the whole school Vision and Values by:

- developing confidence in our children to express themselves in a wide range of social situations, to different audiences and for different purposes
- teaching children how to infer meaning and question effectively
- enabling children to communicate effectively, independently and in collaboration with others
- building stamina, perseverance and resilience for learning in their future lives
- embracing opportunities to communicate with others

Speaking & Listening:

From Early Years Foundation Stage children are encouraged and supported to develop listening skills and broaden their vocabulary adapting for varying audiences, through whole class discussions, role-play, interactions with adults and peers. This work is continued across KS1/2 by supporting children to engage in discussion and debate, drama and performances, providing opportunities for children to broaden their vocabulary and articulate their point of view, thoughts and feelings.

Phonics:

We recognise that high quality, systematic teaching of phonics is key to the development of reading and writing. From Nursery we use the Jolly Phonics© scheme, to provide exciting and engaging ways to learn through action songs, images, stories and games. We believe this offers a wide range of learning opportunities to engage all children. Phonic sounds are taught in short focused, fast paced daily sessions from Nursery to Year 2 – and we ensure there are opportunities to embed taught skills across the curriculum. As part of the phonics sessions children are taught to apply their phonic knowledge by segmenting and blending high frequency words. Non-decodable words are explicitly taught. Children are assessed half termly to monitor their progress and provide accurate next steps in their learning.

Reading:

We focus on developing a love of reading and the pleasures that can be found in a good book. We understand that this underpins the ability to engage effectively with all areas of the curriculum.

From Early Years Foundation Stage, we ensure a language and text rich learning environment prioritises reading, sharing books so children interact with repetitive texts and develop an understanding of story structure, visual and oral story telling. We also support children to apply their growing phonic knowledge as soon as possible. To this end we very much encourage our parents to be a part of this, in order to offer a consistent approach we run parent workshops at the beginning of Reception to support this, followed by additional information events for parents as their child joins the Junior School.

Whilst children are learning the 'phonic code' they take home two reading books; a book matched to the phonics they are learning in class – which is changed twice a week, to ensure children have an opportunity to build fluency through consolidate phonics and blending/segmenting skills and build fluency and pace in reading. Alongside this we have a wide range of books to provide a breadth of text styles and genres. The books are levelled by colour bands; and each child is able to select the book of his/her choice within his/her reading level band, to support reading for pleasure and encourage children to have ownership of their learning and the wider reading skills of choosing a book to read and discussing their choice. There are a number of levels within each colour band to ensure children are challenged.

In Reception children are heard read 1:1 by the Teacher and/or Teaching Assistant.

In Key Stage 1 children are heard read in discrete Guided Reading sessions, these sessions are generally on the basis of a teacher working with a small group of children to teach specific reading skills/strategies and scaffold learning by precisely planned questioning, although some key skills may be taught whole class.

When a child is heard read with in school comments are recorded in their reading diary. Parents also record when they read with their child. Every child is assessed half-termly and teachers make an informed judgement regarding each child's ability to decode, read and understand what they have read and they will then move to another colour band. Assessments together with 'next steps' are recorded in reading diaries to ensure the home/school learning partnership is effective.

Once a child shows proficient phonic knowledge and understanding in their reading, they only take home a colour band book to read, and this is changed every day.

In Key Stage 2 we continue to teach reading in discrete daily sessions. Teachers either teach specific reading strategies and inference skills whole class, or work with small groups.

Across both Key Stages 1 and 2 children also have well planned independent activities to practice/embed taught skills.

In Year 3, to secure smooth transition from our Infant School, we continue with colour banded books and half-termly assessment. As at the Infant School, PM Benchmarking is used each half term to support teacher assessment and ensure that children are being sufficiently challenged in their mastery of reading skills.

From Year 4- Year 6 children use Accelerated Reader to ensure reading is well pitched and children complete quizzes at the end of each book to check comprehension and support on-going teacher assessment once they have sufficiently mastered reading to no longer need to choose a book from the colour banded system.

Throughout each child's time at our school, we continue work in partnership with parents to consolidate children's learning at home and offer guidance on how we teach in school through our open-door policy, home-school books, Marvellous Me and parent information sessions.

Writing:

From Year 1 all the way through to Year 6 an independent piece of writing is completed by children in 'Big Write' books to enable children to demonstrate their learning of taught skills, encourage creativity and stamina for writing. The 'Big Write' piece is the same task for all children in a given year group and is the culmination of a sequence of lessons and scaffolded learning.

In Key Stage 1 we expect every child to complete a Big Write at least once every 2 weeks (but usually every week to promote early independent writing and stamina).

In Key Stage 2, to allow for the effective teaching of more complex grammar knowledge and features of language, we expect every child to complete at least 6 pieces of independent writing in their Big Write books every term.

The 'Big Write' piece is not developmentally marked, but used to assess children's progress towards 'End of Year Expectations'.

Ongoing work in English books is marked to show successes and next steps and children reflect on this in detail in order to make improvements in preparation for Big Write.

Stimulus for writing comes from a wide range of sources, including real-life experiences, high quality texts (often topic based), images and visual media (i.e. from Literacy Shed). In addition, writing often has a cross-curricular link in order to immerse and engage children in a topic, enabling them to write for a purpose in a meaningful context.

Spelling, Punctuation and Grammar:

Spelling, Punctuation and Grammar are taught in both discrete sessions and in context woven throughout each English session. Assessment led planning provides next steps and progression.

We use the 'No Nonsense Spelling' programme as the basis for teaching discrete sessions – supplemented by additional resources, where appropriate. At KS1 weekly spellings linked to taught spelling patterns and relevant high frequency/common exception words are sent home each week, with opportunities to practice in school. At KS2 weekly spelling are linked to taught spelling patterns and words from the Year Group word, again sent home each week with opportunities to practice in school. From Y1-6 we also use Alan Peat method of teaching sentence structures in an age appropriate, graduated approach to encourage children to use language in a creative way.

Handwriting

Handwriting is taught in weekly formal discrete sessions, following the Ottershaw cursive script model and teaching sequence. Teachers model expectations (and continue to do so at all times when teaching). Neat handwriting and presentation are rewarded and children work towards earning a 'pen licence' at KS2.

Mathematics

We use the mastery approach in our maths lessons. Pupils are taught through whole class, interactive teaching, where the focus is on **all** pupils working together on the same lesson content at the same time. This ensures they all develop their understanding of concepts, before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. The use of carefully planned problem solving activities provides daily challenge for all pupils. We use the small steps materials provided by White Rose (part of the NCETM) to inform our planning.

From Year 2 and above, across each academic year, we teach mathematics in 'blocks' of learning. Each block is covered in depth just once each academic year.

In Year 1, as this is a transition year between the EYFS and Key Stage 1, topics are taught in blocks each term, using the Mastery Approach.

In EYFS we use a Mastery Approach, but with a particular focus on shapes and number.

To enable pupils to really embed, understand and apply their knowledge of different mathematical concepts, we teach arithmetic and fluency alongside reasoning skills, and give the children opportunity to experience both fluency and reasoning every day.

The mastery approach in our maths lessons has brought a shared understanding of growth mindset & a belief that all children can be successful across our whole school community. By making maths an enjoyable subject, where children can explore concepts & deepen their understanding, we empower our pupils to achieve their best.

Our mathematics curriculum supports our whole school Vision and Values by:

- developing resilience alongside learning in mathematics, regularly offering every child a Don Nao Jing challenge in their learning.
- celebrating the courage needed to be successful at trying new things
- promoting growth mindset and fostering the ambition to succeed and be proud of their achievements every day

The main areas of curriculum covered are number, measurement, geometry & statistics, which all have relevance in everyday life.

Through effective use of the Mastery Approach in mathematics we aim to ensure that all children:

- become fluent in the fundamentals of mathematics, including through varied & frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding & the ability to recall & apply knowledge rapidly & accurately
- reason mathematically by following a line of enquiry, conjecturing relationships & generalisations, & developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine & non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps & persevering in seeking solutions.

Computing

Computing teaching at Ottershaw C of E Infant and Junior School aims for all children to be given

opportunities to learn purposeful computing skills which they can implement outside of school and attain a solid grounding for future learning and beyond.

By the time children leave our school, they will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science, creative computing and digital literacy, alongside a comprehensive understanding of how to keep themselves safe whilst online.

A broad and deep progression of knowledge and skills has been developed through our use of the teach computing curriculum based upon work from the National Centre for Computing Education. This structure and foundation enable our teachers to teach an effective programme which gives them the pedagogy, support and tools to deliver memorable and deep learning experiences.

Increasingly, we also use our Computing curriculum (through the use of the Project Evolve scheme and materials) to supplement our PSHE curriculum to ensure we are teaching children how to use the internet safely and know how to report any concerns they encounter in their online lives, both at home and at school.

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 1 Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key stage 2 Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple

services, such as the world wide web; and the opportunities they offer for communication and collaboration

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Our approach to the curriculum results in a fun, engaging, and high-quality computing education. Much of the subject-specific knowledge developed in our computing lessons equip pupils with experiences which will benefit them in secondary school, further education and future workplaces. From research methods, use of presentation and creative tools and critical thinking, our computing curriculum gives children the building blocks that enable them to pursue a wide range of interests and vocations in the next stage of their lives.

Our computing curriculum supports the whole school Vision and Values by:

- Encouraging children to explore and embrace technology as part of their daily learning, to prepare them for Secondary education and beyond
- Teaching children how to use technology safely and responsibly, showing respect for the beliefs and opinions of others
- Enabling children to question and pose questions about what they find out online

Science

Science teaching at Ottershaw aims to give the children an understanding of the world around them whilst allowing them to develop enquiring minds and acquire scientific skills and knowledge.

We provide the children with exciting and engaging experiences, supported by the White Rose Scheme of Work for Science, through which they can develop and use the basic skills and concepts of the three areas of Science – Biology, Chemistry and Physics. Our subject knowledge is taught in discrete blocks across both schools, where as our skills progression for scientific enquiry is taught continuously throughout each school year and across each key stage of school.

Opportunities, both inside and outside of the classroom, are provided to enable the children to develop enquiring minds as well as essential scientific skills such as observation, questioning, prediction, planning, hypothesising, interpreting data and communicating their results in a variety of ways. They are encouraged to discover for themselves through investigations, answering their own questions and solving problems.

We assess scientific knowledge alongside the practical skills associated with scientific enquiry, and use our skills progression across each key stage to assess children's progress, using our own 'in house' assessment system, which is updated every term.

Our Science curriculum supports the whole school Vision and Values by:

- developing the scientific skills and concepts of the three areas of science – Biology, Chemistry and Physics
- developing enquiring minds as well as the essential scientific skills such as observation, questioning, prediction, planning, hypothesising, interpreting data and communicating their results in a variety of ways.
- equipping children with with the scientific knowledge required to understand the uses of science, today and for the future
- teaching children how to use a range of methods to communicate their scientific information and present it in a systematic, scientific manner such as diagrams, graphs and charts
- developing a respect for the materials and equipment they handle with regard to their own and other children’s safety
- developing an enthusiasm and enjoyment of scientific learning and discovery

Religious Education (RE)

We want every Ottershaw child to learn about and from Christianity and other principal religions in local, national and global contexts. They will also be able to engage with and respond to non-religious worldviews such as Humanism.

Our RE curriculum supports the whole school Vision and Values by:

- developing an appreciation of and respect for the nature of religion and belief and the important contribution of religious and spiritual insights and values to the individual’s search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective
- developing knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, both through their history and their contemporary diverse expressions.
- developing interest in and enthusiasm for the study of religion & beliefs and enhance their own spiritual, moral, social and cultural development
- developing the ability to make reasoned, informed and creative responses to religious and moral issues
- enabling children to recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.

Religious Education gives all children in our school a unique opportunity to reflect and learn from the faiths and beliefs of those around them. Ottershaw is a Voluntary Controlled Church school in Surrey and in the Diocese of Guildford. For this reason we follow a specific RE learning journey. Unlike other subjects in the National Curriculum, RE is locally agreed and a statutory part of every child's curriculum entitlement. Ottershaw C of E Schools therefore follow the Surrey Agreed Syllabus for RE which is revised every five years by statute.

At each key stage teachers draw from other religions and viewpoints, as appropriate, to recognise and celebrate the diversity of the school community, especially those views represented in their own classes. The RE syllabus is taught as specific units of work.

Legally, parents do have the right to withdraw their child from our RE Curriculum. Should a parent wish to exercise this right, we would expect them to meet with the Headteacher in the first instance to discuss this.

Foundation Stage (4-5 year olds)

Thematic – topics are based upon children’s own lives and experiences, and introduce pupils to Christianity, and other religions and beliefs represented within their own class and / or school.

Key Stage 1 (5-7 year olds)

The study of **Christianity** is introduced and aspects of **Judaism** and **Islam** and incorporating, where appropriate, consideration of non-religious worldviews.

Key Stage 2 (7-11 year olds)

Units of work in key stage 2 develop the study of **Christianity**, aspects of **Judaism** and **Islam**, and also introduce aspects of **Hinduism**, **Sikhism** and **Buddhism**.

In addition we incorporate, in several units, elements reflecting non-religious worldviews.

Additional Study Units are taught at this Key Stage and they begin to explore moral, ethical and philosophical issues.

Personal, Social and Health Education (incorporating Relationships and Sex Education)

We want every Ottershaw child to know how to be safe, healthy both physically and mentally and how to manage their academic, personal and social lives in a positive way.

Our PSHE curriculum aims to:

- foster sensitivity and inclusivity with respect to backgrounds and beliefs of pupils and parents.
- be central to putting in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- To teach all our children to understand how to be healthy both physically and mentally.
- develop strong emotional wellbeing and resilience in all our children.

Our PSHE curriculum supports the whole school Vision and Values by:

- fostering a sense of love and respect of self and others
- enabling children to take responsibility for the healthy choices they can make in their lives
- supporting honest, compassionate and loving friendships in school
- enabling children to recognise and describe a range of emotions in themselves and others
- supporting children to be emotionally resilient and ambitious for their future

PSHE is central to our curriculum as it underpins our ethos and approach for supporting pupil mental health, well-being and personal development. Because we feel it is so important, we have slightly reduced our teaching time for history and geography across each school year to ensure we can effectively timetable RSE. We regard RSE as a core subject within our curriculum.

Our PSHE Curriculum has 3 Strands:

- Relationships
- Physical Health and Well-being
- Citizenship

PSHE is taught with support from the Jigsaw Curriculum and supplemented by 'The Story Project', SEAL materials, CEOPS materials, NSPCC workshops and St John's Ambulance resources alongside other materials developed by the school.

In EYFS PSHE is specifically taught through circle time following the Jenny Mosely programme, and supplemented by The Story Project, but a large part of everyday is dedicated to developing PSED skills.

In KS1 and KS2, for the majority of the time, it is taught as a discreet subject and enhanced when we have a themed week such as 'Anti Bullying Week' or 'Safer Internet Week'.

Relationships and Sex Education begins in the Early Years where we recognise and talk about our families, and close links are made in KS1 with animals living and growing and our units on friendships.

At KS2 we continue to focus on feelings, emotions and friendship, but also explore choices. By the time the children reach Year 5 we teach about puberty, how babies are made and the importance of secure and loving relationships.

We run an information workshop for all parents every year to share our 'Changing Me' section of the curriculum and support parents' understanding of curriculum content in this area of learning.

We have a strong focus on Healthy Eating and teach healthy eating at both schools, particularly at KS2.

Humanities

Humanities (history and geography) are taught through a skills-based 'topic' approach. Work is topic led and linked to other subject areas (including English, maths and the creative arts) wherever possible. This ensures that children are given the opportunity to express their understanding in a variety of ways and are enabled to make links between different experiences. Pupils are encouraged to become both independent and collaborative learners by asking and answering their own questions and gathering information from a range of appropriate sources. A wide range of day trips and visitors to the school help extend learning beyond the classroom and ensure children relate what they learn in school to the outside world – both locally and globally.

Whilst guided by the National Curriculum, our history and geography topics have been carefully planned to reflect our local history and geography.

History

Our History curriculum inspires curiosity and develops an interest in history that will go beyond this stage of their education and last a lifetime. We believe that learning about the diverse experiences of people in the past will help children have a better understanding of the society in which they live and that of the wider world.

Children develop the key skills needed to understand life in the past as well as those which will be useful and transferable across the curriculum and throughout life. Our history curriculum is full of topics which foster curiosity and excitement as well as motivating children to ask and answer questions using a wide range of evidence. These topics focus on areas of history that are particularly relevant to 21st-century children living in Ottershaw, with a strong focus on local history and hands on experiences.

Our History curriculum supports the whole school Vision and Values by:

- enabling children to understand how decisions in the past, or the decisions we make now can influence lives in the future
- enabling children to be respectful of different cultures and practices in the past, and to explore questions about human interactions and behaviour
- providing opportunities to see new things and explore them 'first hand', fostering a sense of respect, awe, wonder and ambition

Geography

Our Geography curriculum provides children with an understanding of our location within the United Kingdom as well as the wider world. We give children opportunities to compare locations, both in terms of their physical and human geography and ensure that children gain the necessary skills to understand physical and human features of Geography, use maps effectively and undertake field work.

Our Geography curriculum supports the whole school Vision and Values by:

- enabling our children to recognise and respect the similarities and differences between locations, cultures and lifestyles from around the world.
- encouraging children to explore the world 'first hand' and present their learning independently
- asking questions about the world, and gathering information from a range of appropriate sources
- fostering a sense of awe and wonder about the world and the different opportunities that finding out about the world can offer
- inspiring our children to want to find out about their world so that they can take an active part in contributing to protecting the environment in which they are growing up in.

The Arts

The school has created its own knowledge and skills progression documents for Art and Design, using guidance from the relevant national education bodies, to create schemes of work which reflect the topics being covered in each year group; providing an inspiring, relevant and engaging curriculum. The schemes take children through a journey of discovery and exploration, through to the creative process of 'making' and integrates evaluation at all stages. Commenting on their work and the work of others is a key part of this process; developing their creative/evaluative language. Supported by our skills progression documents, a range of genres/mediums are taught throughout the Key Stages.

Museum and heritage visits are an intrinsic part of the curriculum and the school is proud of its links with local galleries; the children regularly visit these as part of their studies. Dance and Music is enriched by local professional artists/ arts providers, working within the school. There are also a variety of extra-curricular arts clubs, alongside quality music tuition; provided by excellent peripatetic teachers.

We have close links with the Delight Charity and other like-minded local schools to enrich our Arts Curriculum every year.

Art

Our Art curriculum enables children to investigate and make through research, develop their own skills and evaluate their own art and that made by others.

Our Art curriculum develops an understanding of line and shape; colour and tone; pattern and texture; form and space and, through exploration, provides opportunities for our children to:

- Record responses to experience and imagination and to observations of the natural and made environment.
- Gather resources and materials, using them to stimulate and develop ideas.
- Explore and use two and three-dimensional media, working on a variety of scales.
- Review and modify their work in progress.
- Develop understanding of the work of artists, craftspeople and designers from a range of times, cultures, and apply this to their work.
- Respond to and evaluate art, craft and design, including their own and the work of others.

Our Art curriculum supports the whole school Vision and Values by:

- fostering a sense of excitement and wonder and providing opportunities to respond to this creatively
- providing opportunities for reflection and asking 'bigger questions'
- providing opportunities to see, touch and try new things
- celebrating and respecting creative achievements and talent

Design and Technology

We equip pupils with knowledge, skills and understanding as set out in the National Curriculum for Design and Technology.

Where possible, we aim to link work to other disciplines such as mathematics, science, computing and art. The children are encouraged to become innovators and risk-takers, inspired by designers, chefs, structures and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems with a real-life purpose.

As part of their work with food, pupils explore how to cook and apply the principles of nutrition and healthy eating. Cross-curricular links provide a wealth of knowledge on how design shapes our history and contributes to culture and the wealth of our nation.

Teachers lead discussions and model skills needed to pupils along with ensuring attention is given to health and safety.

Our curriculum for D & T aims to provide all our children with opportunities to:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Follow the design, make and evaluate cycle to develop their work.
- Build and apply knowledge, understanding and skills in order to design and make products for a wide range of users.
- Choose freely and independently from a range of tools and range of tools
- Analyse, evaluate and test ideas, products, and the work of others.

- Enjoy first hand experiences through trips, and have visiting experts to school who will enhance the learning experience.
- Understand and apply the principles of nutrition and learn how to cook.

Our Design and Technology curriculum supports the whole school Vision and Values by:

- encouraging children to use their creativity and imagination
 - supporting children to design and make products that solve real and relevant problems within a variety of contexts
 - enabling children to consider their own and others' needs, wants and values.
 - building resilience; learning how to amend designs if they do not work the first time.
- Implementation

Physical Education (PE)

As successful adults, we want every Ottershaw child to have a healthy, happy lifestyle and have the skills and values required to succeed in life.

Our PE curriculum aims to:

- ensure every child is physically active, literate and has good motor skills.
- ensure every child is mentally healthy and champions the school values.
- enable children to become fluent in a range of skills and to encourage them to see the benefit of utilizing tactics within appropriate situations.
- give children the platform to develop a love of PE and let them see how this could help them in terms of their overall health and wellbeing.

Our PE curriculum supports the whole school Vision and Values by:

- Fostering a true sense of team spirit and collaboration
- Giving children the ambition to improve and celebrate their achievements
- Nurturing perseverance and resilience and setting individual goals
- Inspiring children to try new sports and develop healthy habits which will last a lifetime

All children at both schools receive at least 2 hours per week of PE instruction, which is supported by Real PE's teaching scheme. Following the school's Mastery approach, children are taught basic skills at the Infant School which they then use and develop throughout the Junior School. Children who have 'mastered' different skills can not only demonstrate a skill effectively, but can fully apply it in a range of situations and activities.

A key skill which is taught throughout is the importance of team work and working co-operatively with others. Different team games are covered by different year groups.

Swimming is taught off site to children at the Junior School, using facilities provided by a local facility with a 25 metre teaching pool to ensure children build their capacity for swimming a greater distance out of their depth and can learn how to tread water and other self-rescue skills.

Beyond receiving instruction in PE lessons, we fully encourage children to be physically active within other parts of the school day. Teachers do take classes outdoors regularly for learning across all subjects and both playgrounds are well resourced with equipment for the children to use at playtimes and lunchtimes.

All children participate in our 'Daily Mile' every day. The timing of this is flexible depending on the timetable and weather conditions (for example, we may complete our mile in the mornings on hot days).

French

We want our children to be confident to speak an additional language. We have chosen to teach French, as our subject leader is a natural French speaker.

French is taught at the Juniors by a specialist language teacher who uses a bespoke teaching programme (based on the 3 Pillars of Language Learning) to meet the needs of our children and develop their skills and knowledge.

Our French curriculum supports the whole school Vision and Values by:

- encouraging respect for another language and culture
- enabling our children to reach out and be global citizens, with the confidence to speak other languages

Other Supporting Policies and Documents:

This Policy is to be used alongside our other policies on Marking, Assessment, SEND, Behaviour and the School Vision and Values.

Appendix 1: Good Shepherd Trust agreed Curriculum Principles

GST Guiding Principles for Curriculum Provision



<p>Each school's curriculum is specifically tailored to the needs of the children in that school.</p>	<p>Each school's Christian Values and children's social, emotional and spiritual development are embedded and threaded through inclusive curriculum provision.</p>	<p>The intent of each school's curriculum is underpinned with clear skills progression that builds on prior learning, is coherently planned and sequenced and uses strategies, including relevant cross-curricular links, to enable high levels of engagement that encourage 'stickability'.</p>
<p>A whole-school, collaborative approach, rather than top-down, is encouraged in developing the school's curriculum provision (pupils, staff, parents, LGC).</p>	<p>It is recognised and understood that good curriculum design rests on good teacher development and therefore CPD around Quality First Teaching is given a high priority. Staff are given time to discuss and reflect to deepen subject knowledge, enabling them to embed their understanding of core and hinterland knowledge and skills needed in different subject areas.</p>	<p>There is a clear emphasis on the importance of modelling, scaffolding and a strong feedback loop to enable pupil progress and an understanding that this may differ across subject areas and according to individual pupil needs.</p>
<p>An open-minded and flexible approach is taken to timetabling – enabling immersion in a topic when this will enrich the curriculum experience and learning for pupils.</p>	<p>A culture of continuous improvement means that sufficient time is given for high-quality implementation of new curriculum initiatives or approaches, based on evidence and research, with regular reviews to monitor progress and impact.</p>	<p>Curriculum provision is underpinned by strong assessment processes.</p>