



Curriculum Policy

Vision Statement

Our Ospringe School family's Christian Ethos of Nurture-Grow-Succeed is underpinned by Jesus' Parable of the Mustard Seed. We nurture a joyful, family-centred community where all feel rooted, valued and inspired. Through play and exploration, we foster curiosity, confidence and a lifelong love of learning. Our strong, effective curriculum embraces the richness of Faversham and the wider world. We empower our children to become stewards of creation and be vocal advocates for themselves and others. We create a safe, warm, inclusive nest in our nurturing branches, where children grow in kindness, resilience and wonder ready to flourish as compassionate individuals.



Our Christian Values

Compassion
 Forgiveness
 Equality
 Honesty
 Perseverance
 Courage

Policy Review

Last Review	Approved by GB	Next Review Due
September 2026	September 2026	September 2027

Introduction

Our curriculum forms the basis for our learning and the experiences our children enjoy during their time at Ospringe CE Primary School. We are proud that our curriculum goes beyond the statutory National Curriculum for England and encompasses creative, cultural and sporting opportunities as well as nourishing the individual talents and interests of our unique learners at Ospringe. The curriculum we offer enables us to ensure that every child develops and receives experiences and opportunities to develop their knowledge and skills across the broad and varied curriculum. We ensure that learning at Ospringe CE Primary School broadens the values and opportunities of all to enable them to grow and succeed within wider life.

The School Curriculum in England

- Every state-funded school must offer a curriculum which is balanced and broadly based and which:
 - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
 - prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.
- All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage. Relationship education is also statutory in both primary and secondary schools.
- Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.
- All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The National Curriculum in England

Aims:

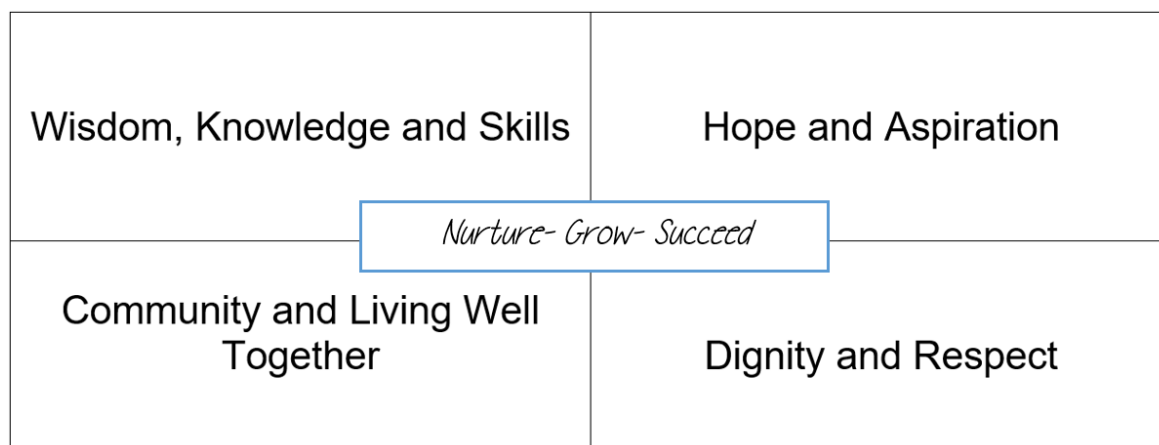
- The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.
- The national curriculum is just one element 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.

At Ospringe CE Primary School we offer a curriculum which is broad and balanced and which builds on the skills, knowledge and understanding of all children, whatever their starting point. Our curriculum incorporates the statutory requirements of the National Curriculum 2019 and the EYFS Framework 2020 in addition to other opportunities which best meet the learning and developmental needs of the pupils in our school.

Curriculum Intent: Our Curriculum Vision

Within our nurturing, inclusive family at Ospringe, we value everyone as a child of God and celebrate our diversity and uniqueness. Our curriculum aims to support our children in becoming confident and independent young people, who thrive on challenge and are motivated to learn. Our team is committed to our children's well-being, achieving high standards and providing the very best opportunities for all in our care. Staff, supported by governors, work hard to deliver a rich, challenging and experience-based curriculum; to prepare children for future education; and to help them acquire the skills and enthusiasm needed to embrace the opportunities, responsibilities and experiences of later life.

Our school curriculum is deeply rooted by our school's Christian vision: 'Our Ospringe School family's Christian Ethos of Nurture-Grow-Succeed is underpinned by Jesus' Parable of the Mustard Seed. We nurture a joyful, family-centred community where all feel rooted, valued and inspired. Through play and exploration, we foster curiosity, confidence and a lifelong love of learning. Our strong, effective curriculum embraces the richness of Faversham and the wider world. We empower our children to become stewards of creation and be vocal advocates for themselves and others. We create a safe, warm, inclusive nest in our nurturing branches, where children grow in kindness, resilience and wonder ready to flourish as compassionate individuals.' Derived from this commitment and designed specifically for our children, our curriculum encompasses the four key areas of *The Church of England's Vision for Education (2016)* and is reflective of our shared commitment to the common good of the whole community.



Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

(The Church of England Vision for Education, 2018)

As a staff team, we have developed our own curriculum which is bespoke to the needs of our pupils, whilst still teaching the necessary knowledge and skills outlined within the National Curriculum. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for the next stage of their education and beyond and to inspire all members of our school community to seek success in every stage of their learning journey.

Our curriculum is supported by the Chris Quigley curriculum companions and allows our children to explore different subject areas via enquiry-based questions. The topics are relevant and engaging and offer opportunities for our children to pursue their own ideas, make progress and develop a broad set of transferable skills. The topics are enhanced by our experience-rich curriculum, whereby localism is placed at the heart of what we do to ensure learning is relevant and pertinent for our children. Through careful and considered planning, we have developed a curriculum which is motivating, engaging and taught through a series of topics with an emphasis on creative and critical thinking, Oracy, questioning, research, retrieval and reasoning. Wherever possible, we use visits and visitors to help deliver the curriculum in a stimulating and exciting way.

Curriculum Implementation

Curriculum Organisation

Each year group has a Long-Term Plan, highlighting the units of study in each subject area. This is reviewed on an annual basis. English and Mathematics' planning is on a weekly basis and are adapted throughout the week based on teachers' formative assessments. Mid-term overviews for the other subjects are written by the year group team, alongside the subject leaders, and updated/reviewed on a regular basis. Adaptive teaching strategies are implemented in every lesson to ensure all children can access the learning. There will be a range of teaching methods used ranging from whole class, group, paired and individual. Teachers will consistently adapt their planning to meet the needs of all pupils and plan individualised programmes for pupils with specific needs.

Planning for progression

Our long-term subject overviews for each year group are underpinned by the progression of skills and knowledge. These overviews outline when and where key learning will be covered and provide 'Proof of Progress' tasks to establish the depth of learning that has been achieved against each objective. This aims to elicit whether children are able to 'Know it', 'Use it' or 'Prove it' - providing children with opportunities to become masters of the various areas of the curriculum. Each subject area has a 'Skills Progression Document' which outlines the progressive steps across the year groups

Units of learning across our curriculum are carefully mapped across each year and phase to ensure that children build on prior knowledge and are able to find opportunities to make connections between different areas of learning as well as developing a range of enquiry and critical thinking skills.

For English, we follow the Talk for Writing approach to learning, which encourages children to internalise language structures, which in turn enables them to innovate and invent their own stories based on the original imitate. Our Key Stage One pupils follow the Read Write Inc programme, which allows for phonic awareness and reading development, whilst developing early writing skills. For maths, teachers follow the mastery approach, using the Power Maths materials as a progressive tool for learning. This encourages a greater depth of understanding with a focus on developing children's problem solving and reasoning skills.

Curriculum Enrichment

To ensure all children receive a rich and relevant curriculum, we introduced an enrichment programme, whereby children have the opportunity to immerse themselves into their learning, placing greater emphasis on foundation subjects. As a school which prides itself on nurturing children's individual interests and talents, this programme ensures all subject areas are valued equally within our school community, with teachers and support staff delivering subject specific content. Our enrichment programme includes: PSHE, cookery, biodome and gardening, music and PE, with the addition of MFL for KS2.

Throughout each unit of learning, including those taught within our enrichment programme, we aim to enrich the cultural capital of all pupils, particularly those from less advantaged backgrounds, through our choices of text and other resources, visits and visitors, vocabulary development, opportunities and extra- curricular clubs. We actively seek to engage less advantaged families in all aspects of school life, including attending trips, other school events and pupil and parent voice.

PSHE- Wisdom and Wellbeing

PSHE is taught across the school from Year 1 to Year 6 on a weekly basis and as a school, we follow the Jigsaw PSHE scheme. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core Christian Values; Compassion, Forgiveness, Equality, Honesty, Perseverance and Courage.

Curriculum Impact

At Ospringe CE Primary School we use rigorous monitoring throughout the year to gauge the impact of the curriculum design. Alongside senior leadership, middle leadership and subject leadership, carefully crafted key stage teams monitor subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and

highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps.

We don't confuse coverage with progress when assessing as learning is measured through careful analysis of the application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding. Class teachers and curriculum leaders conduct performance analysis linked to this triangulated monitoring measuring performance against individual and school targets which are reviewed regularly. As a diverse school community, we believe our children possess unique talents, skills and qualities. As such, they have the right to succeed, the right to recognise their own greatness and the right to develop who they are in a respectful and nurturing environment.

Use of assessment

Assessment information is utilised during pupil progress meetings to inform future planning, to identify pupils requiring additional intervention and to ensure that pupils are making expected or above expected progress from their own starting point. Middle leaders, including our SENCo, also use assessment data to identify gaps in teaching and skills across the school and to inform school development priorities and actions. This information is also used to assess the impact of provision on disadvantaged pupils with those with additional needs and to plan effective and timely intervention. Class teachers also use assessment information to adapt planning to ensure that it meets the needs of all pupils.

Roles and Responsibilities

- The Deputy Head Teacher has responsibility for the leadership of the curriculum together with the specific subject leaders.
- Monitoring of the provision of the curriculum is by the Senior Leadership Team and subject leaders, who will monitor the progression within class and through year groups for their subject areas.
- The SENCO and class teachers, are responsible for the development of provision maps and supporting the work of the Teaching Assistants to achieve the best possible outcomes for individual pupils.
- Class teachers ensure that the curriculum is well-planned and delivered and that the aims are achieved for each class. Class teachers regularly review and, if necessary, update curriculum planning.
- The governing body regularly monitor the success of the curriculum at committee level through individual presentations by subject leaders and through the Head Teacher's termly reports to Governors.
- Class teachers ensure they have an up-to-date understanding of pedagogy and adapt their teaching styles, resources and approaches to best suit the learning needs of the individuals in their class.

