

Curriculum Policy

Fundamental thinking

Children at OBPS love learning. The staff at OBPS love teaching.

Aims

Our aims for the OBPS Curriculum are as follows-

- To create life-long learners
- To expose our children to the best of human knowledge, thinking and endeavour that has gone before them
- For *all* of our children to have access to the very highest standards of teaching, characterised by enthusiasm, passion and skill
- For *all* of our children to have a full entitlement to a wide and rich school experience

Definition of terms

The 'National Curriculum' contains an outline of the core knowledge that we base our curriculum around. It organises this information into subject areas for simplicity of understanding.

We define the 'OBPS Curriculum' as the planned learning opportunities that our school provides. These opportunities occur both as planned series of lessons, and as a culmination of the other experiences which our school provides for our children.

The OBPS Curriculum is split into two main areas. Firstly, the 'Lesson Curriculum' which happens in the formal classroom environment during lesson times.

The other area, which we call the 'Wider Curriculum', consists of all the other learning opportunities we provide, which are vital for our children. Our wider curriculum not only affords our children further knowledge, but helps them become the kind of person who will maximise the opportunities that our 'Lesson Curriculum' provides.

Background Theory

Children do not learn in simply defined subject areas. They learn through association, by linking new information and concepts to previous learning. The information that we teach relies heavily on what the children already know. We therefore link everything we do- as far as possible- to different contexts, endeavouring to ensure that learning always remains relevant and is connected.

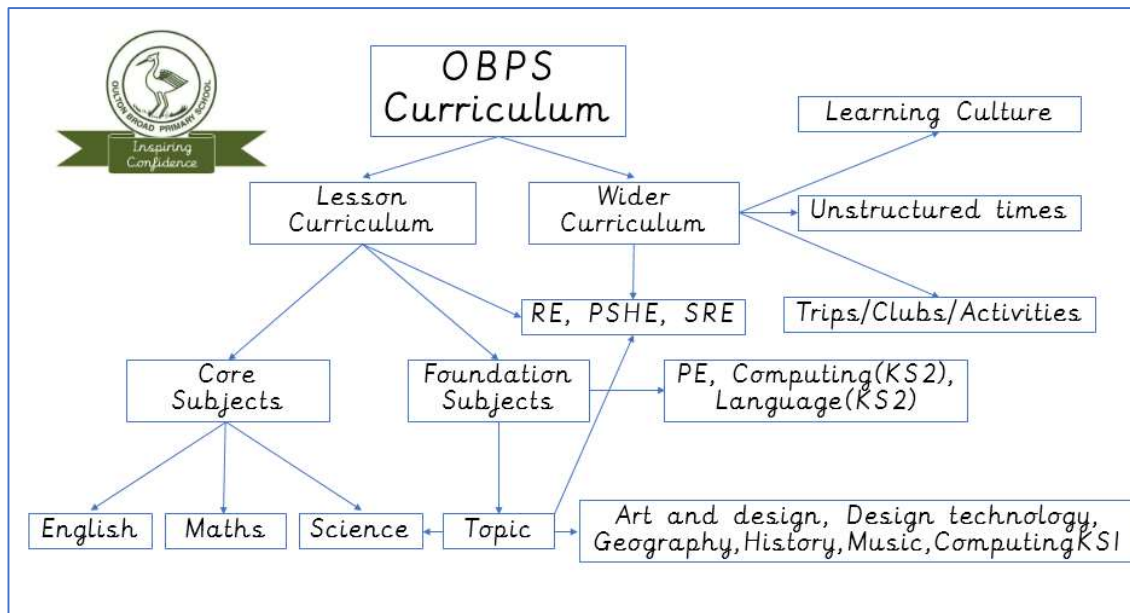
How does this affect us?

In order to successfully deliver the OBPS Curriculum, we structure our day with this thinking in mind.

We believe that a great deal of the specific skills in Maths and English are most effectively taught discretely. We then plan links to other areas of the OBPS Curriculum in order to provide opportunities to demonstrate these skills.

In order to successfully deliver the rest of the content in the 'National Curriculum' we timetable some time for further discrete study of individual subject areas. These include PE, Languages and RE. However the majority of the rest of the National Curriculum we link into Topics which capture the children's attention and make meaningful links between all the children learn.

It is best explained by the diagram below.



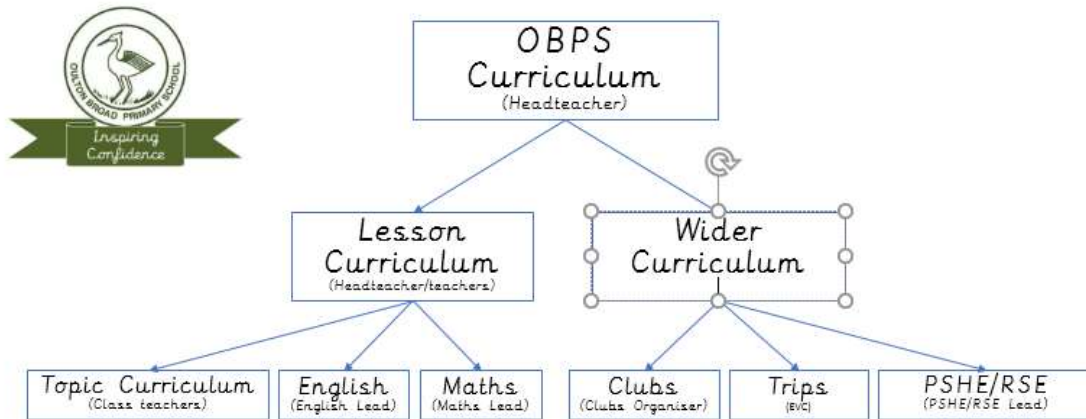
Although the diagram clearly shows the links between the way the curriculum is planned, it must be noted that these arrows do not represent the entirety of the links that interweave between all of these areas. We value every link that can be successfully made between any areas of learning

Curriculum Leadership

Overall responsibility for the leadership of the curriculum sits with the headteacher. Leadership of a number of the areas within the OBPS Curriculum is

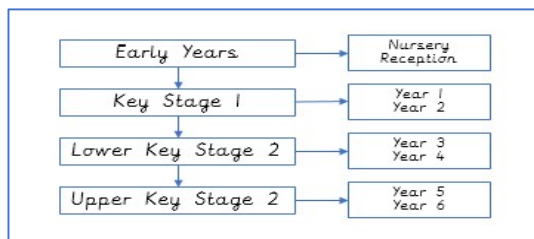
delegated to named individuals. It has been decided that other significant areas are better led by class teachers within their own context. All teaching staff, including HLTA's have been heavily involved in the development of our Lesson Curriculum, especially within Topic planning.

Using the subject areas as defined in the National Curriculum, we have co-created a clear series of expectations for the subjects that are contained within our Topic teaching. These subject areas include; Art and design, Design and Technology, Geography, Science, Music, History and PSHE/RE.



Lesson Curriculum

As previously stated we timetable Maths and English separately. Topic lessons, PE and Languages have discrete timetabled sessions. This enables classes to focus in depth in a specific area of learning through their Topic work. We ensure that these Topics contain the full entitlement laid out in the National Curriculum. We go further than merely covering the content however, stipulating for each subject area the key vocabulary that will be taught, the key concepts that will be taught, and the key experiences that we will provide for the children. These have all been carefully planned and sequenced, and planned in phases throughout the school. We have split the school into the following phases for this purpose.



We have a rolling program of Topics which span two years, so at the end of each phase every child will have covered the full entitlement of the national curriculum expectation through studying twelve topics. Obviously, we constantly review our provision and adapt and update it as necessary. To fully understand the

planning and delivery of the Topics we teach, please refer to the foundation subject overview documents, (eg. History at OBPS)

For further information regarding the specific curriculum content for Maths, English and learning behaviours please look at the 'Maths Policy', the 'English Policy' and 'The Expectations Sheets'.