



“Creating excellence, embracing all.”

CURRICULUM POLICY 2024

Headteacher : Jo Reid
Chair of Governors: Sue Miller

Policy determined 1st October 2024
Botley School governing board

Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity Teamwork Kindness Respect Resilience Creativity



1. Aims and objectives

At Botley School our mission statement is '**Creating Excellence, Embracing All**'. We believe that learning is an enjoyable, lifelong process through which everyone can achieve their best and exceed their expectations. We will challenge and support all our pupils to do well by providing an extensive range of learning experiences beyond the statutory requirement.

The **aims** of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children the basic skills of English, Maths, Science and Computing
- To enable children to be creative and to develop their own thinking
- To teach children about their developing world, including how their environment and society have changed over time
- To help children to understand Britain's cultural heritage
- To enable children to be positive citizens in society.
- To fulfil all the requirements of the National Curriculum 2014, Early Years Statutory Framework for the Early Years Foundation Stage, published and updated in 2021 by the DfES and the Locally Agreed Syllabus for Religious Education.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong through our values education.
- To help children to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To follow our Growth Mindset principles and discover that making mistakes, learning from them and believing they can do things will improve outcomes for learning

2. Roles and responsibilities of Headteacher, staff and Governors

The **Headteacher** will ensure that:

- Botley School follows the statutory requirements to meet the expectations of the **National Curriculum 2014** and **Early Years Foundation Stage Statutory Framework 2024**
- The amount of time provided for teaching the curriculum meets the requirements and is reviewed annually.
- The procedures for assessment meet all legal requirements pending. Pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations and what is required to help them improve.
- The Governing Body is fully informed of the planning processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on statutory targets in order to make informed decisions within the School Improvement Plan and the Self Evaluation Plan.
- The Governing Body monitor assessment procedures and standards three times a year , focusing on all children and vulnerable groups.

Staff will ensure that the school curriculum is implemented in accordance with this policy.

The **Governing Body** will ensure that:

- It considers the advice of the Headteacher and SLT when approving this Curriculum Policy and when setting statutory and non-statutory targets.
- National Curriculum test and teacher assessment results are published to parents/carers.
- Assessment informs decision-making about the breadth and balance of the curriculum
- Political issues are always presented to pupils in a balanced way.

3. Planning the Curriculum

- We agree a long-term plan for each year group as a whole school with input from all subject leaders. This outlines the content taught in each subject or topic throughout the year. We review our long-term plan on a regular basis.
- We plan our medium term curriculum within Curriculum Action Teams. Each subject has a specific overview of units of work and a progression map for coverage of skills and knowledge.
- Our medium-term plans, we give clear guidance on the objectives which will be taught each week of each term. These are produced by each year group teacher on a termly basis, using the previous year's planning for guidance.
- Our short-term plans are created by class teachers to ensure consistency of teaching and learning opportunities on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in each lesson. (See Appendix A)

In the Foundation Stage and at Key Stage 1 and 2 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Years Foundation Stage, and there is planned progression in all curriculum areas through the spiral curriculum, and cross curricular links are used to enhance and enrich learning experiences. The Botley School Curriculum Overview is available in Appendix 1.

The curriculum is further enhanced with 'Curriculum Concepts' planned within each year group to provide a greater depth of learning and enable the pupils to make their own connections across their learning. Each year group chooses four main curriculum concepts per term to enhance the units of work being taught. The table in the appendix shows examples of the curriculum concepts for each year.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, further information can be found in our Inclusion Policy.

4. The Foundation Stage

The curriculum that we teach in the Nursery and Reception Classes meets the requirements set out in the statutory curriculum guidance for the Early Years Foundation Stage 2021. Our curriculum planning focuses on the Early Years Educational Programmes and the 3 Characteristics of Learning, developing children's skills and experiences. Our school fully supports the principle that young children learn through play, and by engaging in child led and teacher led activities. Teaching in the Early Years builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with preschool/ Nursery providers in the area. During the Foundation Stage, the teachers and Foundation stage staff make continual observations of the children's progress. These observations form an important part of the future planning for each child and are shared with staff, parents and carers via 'Tapestry'. We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links

with the parents of each child by keeping them informed about their child's progress through the Learning Journey on 'Tapestry' and regular parent meetings.

5. Assessment of the Curriculum

Each subject within the curriculum has a detailed progression document. Formative Assessment is used throughout the year based on the progression documents. For the wider curriculum, BromCom Foundation Assessment sheets are used to record ongoing formative assessment. NFER Tests are used each term in English and Maths to provide summative assessments and monitor whether pupils are on track for the expected standard. Summative judgements for the wider curriculum are based on the formative assessment for the term and entered onto Bromcom. (See Assessment Policy)

6. Arrangements for monitoring and evaluation

Botley School uses Curriculum Action Teams made up of subject leaders. Every teacher is assigned to one of the Curriculum Action Teams and where appropriate, takes responsibility for a subject area. A member of the School Leadership Team is assigned to every Curriculum Action Team. The teams are organised as follows:

Team	Subjects included
STEM	Maths, Science, Computing
Language	English, MFL
Humanities	History, Geography, RE, PSHE
Arts	Art & Design, Design & Technology, PE, Music

Each team is responsible for a section of the School Improvement Plan. During the academic year, the team is responsible for ensuring regular monitoring takes place, including, Pupil conference, Book Scrutiny, Planning Scrutiny, Learning Walks. Each team is also responsible for analysing the assessment data on Bromcom.

Other monitoring:

- The Local Governing board will receive regular reports from the Headteacher and the Leadership Teams on statutory and non-statutory standards of progress and attainment.
- Assessment information is presented within a termly 'Outcomes and Assessment' report to governors .
- The use of external validated data will include information provided on the DfE Inspection Data Summary Report , will be interrogated by SLT and governors, comparing the school's performance with LA and national data.
- The evidence of the impact of national strategies on standards.
- The views of staff about the action required to improve standards (SIP).
- The nature of any parental comments and complaints.



Planning Expectations Flow Chart



Whole School Planning

Created and agreed at whole school level
2 year rolling programme
Main teaching objectives skills/enquiry and knowledge
Main criteria for assessment of skills/enquiry and Knowledge



Phase Team Planning

Created in Phase Team Planning Meetings
Overview of weekly skills/enquiry and knowledge objectives for the school website class pages
Must be available on website by the beginning of each long term



Medium Term Planning

Subject specific plans
Include breakdown of Knowledge and Skills/Enquiry Objectives into smaller steps of learning for each week of the term
Include key questions to assess understanding (Rosenshine Principles)
Include main activities with learning in small steps—I do, we do, you do
Avoid overuse of PowerPoint and published material plans but if used, must be annotated to suit the Botley curriculum and pupils
Must be available before the start of each short term



English and Maths weekly planning

Using the same format as the subject specific plans, but on a weekly basis.
Include breakdown of Knowledge and Skills/Enquiry Objectives into smaller steps of learning for each day of the week
Include key questions to assess understanding (Rosenshine Principles)
Include main activities with learning in small steps—I do, we do, you do
Avoid overuse of PowerPoint and published material plans but if used, must be annotated to suit the Botley curriculum and pupils
Must be available by the previous week to allow for individual class adaptations.



Individual Class Planning

The subject specific and weekly Maths and English plans must be annotated to show adaptations for the specific needs of the SEND EAL and individual pupil groups within class.
Must be ready before the lesson
Evaluations should feed back into regular year group and phase group planning meetings

Botley School Curriculum Overview 2024

Year 1		Autumn	Spring	Summer
Science		Science exploration Working scientifically	Seasonal changes Everyday Materials	Animals Including Humans Plants
History		Explorers Land and Sea	Winnie the Pooh & Paddington's journey to Oxford	We are Britain
Geography		The Geography of the School	Contrasting Oxford to London	UK weather
PHSE		Health and well-being Growth Mindset	Relationships	Living in the wider world - economic
RSE		Different Friends	Growing and Changing	Families and Care
Computing		Online safety and exploring purple mash. Grouping and sorting. Pictograms Lego Builder	Maze Explorer Animated Story Books	Coding Spreadsheets Technology outside of school
Art & design		Collage	Textiles	Sculpture
Design & technology		Mechanisms – Slides and Levers	Textiles - Templates and Joining Techniques	Food – Preparing Fruit and Vegetables Fruit kebabs/ smoothies
PE	Aesthetics	Gymnastics Dance	Yoga Circuit Training	Country Dancing Athletics
	Games	Multi skills – Throwing and Catching Multi skills – Running and Jumping	Multi skills – Attacking and Defending Multi skills – Invasion Games	Multi skills –Bat and Ball Sports Day Preparation
Music		Vocal Focus Hands, Heart, Feet Christmas songs	Instrumental focus Sound Makers	Composition focus Vivaldi's Four Seasons
RE		Is everyone special? Should we celebrate Harvest or Christmas?	Who should you follow? How should Easter be celebrated?	Should everyone follow Jesus? Can stories change people?

Year 2			
	Autumn	Spring	Summer
Science	Living things and their habitats	Working Scientifically Plants	Animals Including Humans Uses of Everyday Materials
History	This is Our School	Houses and Homes	Explorers: Air and Space
Geography	The geography of the school	We are Britain	Contrasting England to another country (Teacher to pick country based on class context)
PHSE	Health and well-being Zones of Regulation	Relationships	Living in the wider world – Being a Responsible Citizen
RSE	Differences	Male and Female Animals	Naming Body Parts
Computing	Coding Online Safety	Spreadsheets Questioning Effective Searching	Creating Pictures Making Music Presenting ideas
Art & design	Printing	Drawing	Painting
Design & technology	Mechanisms – Wheels and Axles	Structures – Freestanding Structures	Food – Preparing Fruit and Vegetables Cakes and biscuits
PE	Aesthetics	Gymnastics Dance	Yoga Circuit Training
	Games	Multi skills – Throwing and Catching Multi skills – Target Games	Multi skills – Attacking and Defending Multi skills – Invasion Games
Music	Vocal Focus Zoo Time Christmas Performance	Instrumental focus Three Little Pigs Instruments Together	Composition focus Saint-Saens – Carnival of the Animals
RE	How should you spend the weekend?	Do we need shared special places?	How should people care for the world?
	Are some stories more important than others?	Is it important to celebrate New Year?	Do religious symbols mean the same to everyone?

Year 3			
	Autumn	Spring	Summer
Science	Light	Forces/ magnets	Plants
	Animals including humans	Working scientifically	Rocks/soils
History	Ancient Egypt	Ancient Mayans	Stone age to iron age
Geography	Extreme Environments	Rivers (Thames Focus)	Africa
PHSE	Health and well-being Growth Mindset	Relationships	Living in the wider world - economic
RSE	Body Differences	Personal Space	Help and Support
Computing	Coding	Touch Typing	Simulations
	Online Safety Spreadsheets	Email – including email safety Branching databases	Graphing Presenting with Microsoft PowerPoint
Art & design	Printing	Sculpture	Textiles
Design & technology	Structures – Shell Structures	Food – Healthy and Varied Diet Dips and Dippers	Woodwork – Photo Frames
PE	Aesthetics	Dance Gymnastics	Country Dancing Orienteering Athletics – Sports Day
	Games	Basketball Football	Swimming Rugby Handball Tennis
Music	Vocal Focus Egyptians Christmas songs	Instrumental Focus Recorder Course 1	Composition Focus Invaders and settlers
RE	How do we know if someone is Christian? Is light a good symbol?	Is a child free to choose how to live? Does Easter make sense without Passover?	What authority figures inspire religious believers? Can made up stories tell the truth?
MFL - French	Moi Jeux et Chanson	On Fait la Fete Portraits	Les Quatre Ami Ca Pousse!

Year 4			
	Autumn	Spring	Summer
Science	Sound Animals including humans	Electricity Working scientifically	Living things & their habitats States of matter
History	The Romans are Coming	Here Come the Anglo Saxons	The Vikings are Coming
Geography	Climate Zones and Latitudes	Somewhere to Settle	Geography Skills (Botley Focus)
PHSE	Relationships Zones of Regulation	Health and Wellbeing	Living in the wider world – being a responsible citizen
RSE	Changes	What is Puberty	Healthy Relationships
Computing	Coding Online Safety	Spreadsheets Writing for different audiences	Logo Animation Effective Searching Hardware Investigators
Art & design	Collage	Drawing	Painting
Design & technology	Food – Healthy and Varied Diet Super Salads	Electrical Systems – simple circuits & switches Beowulf design light person - Develop handmade switches.	Textiles – 2D shape to 3D product Creating a Viking bag:
PE	Aesthetics	Dance Gymnastics	Country Dancing Orienteering Athletics – Sports Day
	Games	Swimming Netball	Cricket Rounders
Music	Composition Focus Movie Soundtracks – The Romans	Instrumental Focus Recorder Course 2	Vocal Focus Viking Saga Songs
RE	Do Murtis help Hindu followers understand God? Does the Christian narrative need Mary?	Is a holy journey necessary for believers? Should believers give things up?	Did Jesus really do miracles? Does prayer change things?
MFL - French	On y Va! L'Argent de Poche	Recontre-moi une Histoire Vive le Sport!	Le Carnaval des Animaux Quel Temps Fait-il

Year 5			
	Autumn	Spring	Summer
Science	Living things Properties of materials	Forces Earth/space	Animals including humans Working scientifically
History	Oxford	The Victorians	Long Ago in Benin
Geography	Local Area study - Oxford	Brazil and The Amazon	Trade and Economics
PSHE	Health and well-being Growth Mindset	Relationships	Living in the wider world - economic
RSE	Talking about Puberty	The Reproduction System	Puberty Help and Support
Computing	Coding Online Safety Spreadsheets	Spreadsheets continued Databases Game Creator	Modelling Concept Maps
Art & design	Drawing	Painting	Printing
Design & technology	Food – Celebrating Culture and Seasonality Harvest Festival: Soups – Celebrating Culture and Seasonality.	Mechanical systems – Pulleys and Gears Fairground rides (Wood work)	Textiles – Combining Different Fabric Shapes Designer bags – West African country pattern (Benin)
PE	Aesthetics	Dance Gymnastics	Country Dancing Orienteering Athletics – Sports Day
	Games	Basketball Football	Rounders Tennis
Music	Vocal Focus Young Voices Performance Christmas Songs	Composition Focus Journey into Space	Instrumental Focus Djembe Drumming course Lean on Me
RE	Do believers need a sacred text? Does God communicate with man?	Do sacred places and communities help followers lead better lives? Was the death of Jesus a worthwhile sacrifice?	Are you inspired? What is best for our world - does religion help people decide?
MFL - French	Bonne Appetit, Bonne Sante Je Suis le Musician	En Route Pour L'Ecole Scene de Plage	Le Retour du Printemps Les Planetes

Year 6			
	Autumn	Spring	Summer
Science	Living things Evolution/inheritance	Electricity Light	Animals including humans Working scientifically
History	What the Greeks Taught Us	The Shang Dynasty	Ancient civilisations – Sumer
Geography	Dynamic Earth	China	Fieldwork
PHSE	Relationships Zones of Regulation	Health and Wellbeing	Living in the wider world – being a responsible citizen Year 6 transition Toolkit
RSE	Communication in Relationships	Puberty and Reproduction Families, Conception and Pregnancy	Online relationships
Computing	Coding Online Safety Spreadsheets	Blogging Text Adventures	Networks Quizzing
Art & design	Collage	Textiles	Sculpture
Design & technology	Structures – Frame Structures Ancient Greece - Designing a small-scale structure Wood work	Food – celebrating culture & seasonality Chinese New Year	Electrical Systems – more complex switches & circuits Loop wire game linked to switches.
PE	Aesthetics	Dance Gymnastics	Country Dancing Orienteering Athletics – Sports Day
	Games	Football Netball Swimming	Cricket Rounders
Music	Vocal Focus Young Voices (2024 only – move to instrumental focus from 2025)	Composition focus Electronic music - Yu Studio Digital Composition	Instrumental and Vocal Blackbird Leaver's Performance
RE	Does it matter what people believe about creation? Is 'god made man' a good way to understand the Christmas story?	Do clothes express belief? Is the resurrection important to Christians?	Can we know what god is like? Are saints encouraging role models?
MFL - French	Notre Ecole Notre Monde	Le Passe et le Present Ici et La	Monter un Cafe Quoi de Nerf

Curriculum Concepts Overview 2024

	Autumn	Spring	Summer
Reception	Respect , Friendship, Belonging, Identify,	Inclusivity Community, Diversity, Individuality,	Kindness , Care, Fear, Responsibility,
Year 1	Teamwork , Adversity, Choice, Tradition	Resilience , Changes, Journey, Leading	Kindness , Community, Values, Represent
Year 2	Respect , Responsibility, Identify, Belonging	Inclusivity , Diversity, Community, Change,	Creativity , Fairness, Freedom, Environment
Year 3	Teamwork , Belief, Equality, Beauty	Resilience , Liberty, Individuality, Adversity	Kindness , Tradition, Happiness, Reform
Year 4	Respect , Strength, Belonging, Change	Inclusivity , Freedom, Conflict, Transformation	Creativity , Bravery, Loyalty, Community
Year 5	Teamwork , Equality, Cohesion, Faith	Resilience , Compassion, Happiness, Reform	Kindness , Belief, Diversity, Prejudice
Year 6	Respect , Democracy, Influence, Identity	Inclusivity , Diversity, Transformation, Power	Creativity , Wellbeing, Sustainability, Dreams