



Offwell Curriculum Statement

INTENT - what we aim to teach and why (rationale and aims)

IMPLEMENTATION - how we aim to do this (planning, teaching and learning)

IMPACT - what the results should be (outcomes for our pupils)

**INTENT:**

**Rationale**

The curriculum gives us a framework for what we teach and guidance on teaching. This document shares the design of the curriculum at Offwell with all members of the school community. This is to ensure that our curriculum is clear to all, so we can work together to achieve the following overarching aims for our children:

<b>Be Well</b>	We aim for our children’s wellbeing needs to be met.
<b>Learn Well</b>	We aim for our children to love learning and achieve their academic potential.
<b>Live Well</b>	We aim for our children to become fulfilled, positive contributors to society.

At Offwell, our vision - **Be Well; Learn Well; Live Well** - creates a calm, caring environment, where we work in a supportive partnership to achieve our best and it underpins our curriculum. We believe a sense of physical, mental and spiritual wellbeing is vital, in order to learn well and live life in all its fullness. We aim for our children to achieve their potential, develop into life-long learners and become positive participants in our school, our community and our world.

**IMPLEMENTATION**

How and what we teach are fundamental to high achievement in all areas of the curriculum:

<b>Be Well</b>	We aim to ensure the learning of basic facts, skills and attitudes for each child, so they are confident, knowing these foundations for later learning are secure.
<b>Learn Well</b>	We aim to develop and revisit knowledge and understanding in key areas, so children can apply their learning and understand how they can learn best.
<b>Live Well</b>	We aim to enable each child to broaden their experience, understand the purpose of their learning and appreciate the value it can add to their lives.

Our aims are achieved through Planning, Teaching and Assessment (the ‘plan, do, review’ cycle):

**Planning**

- **The Map (Progression Maps)** - Each subject leader maps out the progression of knowledge and skills through the school. This has the EYFS and National Curriculum outcomes as the end point of each learning journey to form the objectives for learning and the basis for evaluating progress.
- **The Journey (Long Term Plans)** - We plan an overarching, connecting theme, enabling us to make links between subjects - where they exist - as we know this supports learning.
- **Plan a ‘hook’ to start each journey**– an initial, engaging stimulus or experience. Set their learning within a context, so there is purpose and value to it. See **Medium Term Plans**.
- **Learning Questions** - that link to the connecting theme, are planned in, to act as the prompt for the child’s engagement in their Learning Journey, and as a form of assessment, especially where asked at the start and the end. See **Weekly Plans**.
- **Success Criteria** (Must, Should, Could) are set out for each unit of work, based on the Map, so they know where they are heading and which step is next. See **Weekly Plans**.
- **Plan a destination** (celebration or outcome) for each journey – allowing children to show-case what has been learnt.

## Teaching

- **We are their guides** – The example we set and the relationship we build with each child, enables them to learn, becoming part of the pattern for how they see themselves and how they relate to others. Where learning is child initiated, teaching will respond to the needs and interests of the children.
- **We teach our children to learn:** (Metacognition) based on the learning question, we model and teach explicitly how to **plan** (what to do), **apply** (existing learning), **evaluate** (any success), **adapt** (change what we do) and plan again in a constant cycle, so our children can gradually internalise these strategies and become independent learners.

<b>Be Well</b>	<b>Planning</b> stage: <i>What do I need?</i> What am I being asked to do? How will I do it? Who or what do I already know that will help me?
<b>Learn Well</b>	<b>Application and Evaluation</b> stage: <i>How well am I learning?</i> Is it working? Is it the best method? When should I try something different?
<b>Live Well</b>	<b>Adaptation</b> stage: <i>How will this help me?</i> How well did I achieve my goals? How could I have done it differently? When could I use this knowledge/strategy again?

- **Responding to learning** - verbal and practical support, given during a lesson, is invaluable – such as shared writing, guided groups, a mini-plenary, or re-shaping a lesson, to respond to children’s needs and interests.
- **Feedback/ Marking** - We give positive feedback and mark work promptly, giving feedback on progress, providing next steps to extend their learning, to which they should respond, as part of our teaching and assessment cycle (See Assessment, Marking and Feedback Policy).

All teachers are teachers of SEND – see Achievement for All.

In addition, we see the development of language across the school, as fundamental to all learning, through:

- **Phonics:** we teacher a programmer of synthetic phonics from Reception to Year 6, called Sounds Write.
- **Reading:** we model and promote a love of reading through story-telling, teaching of reading skills and excellent fiction and non-fiction books. The use of dictionaries, thesauruses and other reference resources is taught.
- **Vocabulary:** for children to understand and develop language, each teacher sets out, in advance, a list of key vocabulary – the phrases and terms they will need to know – for each subject, which are given at the start and explored gradually, or given out over time.

At Offwell, our location in an area of Outstanding Natural Beauty brings us into daily contact with the natural world. We are uniquely placed within walking distance of Offwell Woods, with two Outdoor Classrooms. Therefore, we value and promote environmental education.

<b>Be Well</b>	<b>We connect with our outdoor environment to support emotional development and good mental health.</b>
<b>Learn Well</b>	<b>We provide a rich outdoor learning environment for a range of subjects.</b>
<b>Live Well</b>	<b>We provide an education that takes our environment into account, based on our love for and sense of responsibility to our planet.</b>

We base our curriculum on the current National requirements, as set out in the National Curriculum, which sets out areas of study. We have used this to create our Progression Maps, which set out the learning for each subject, at each stage. They inform our Long Term Plans for each class, for year year. In addition, we supplement planning at the Medium Term Level (per half term) with a range of resources for our core curriculum.

## English

### Phonics – Sounds-Write

All our teachers and teaching assistants are trained to deliver detailed, progressive phonics for reading and spelling

Spelling – No Nonsense Spelling supplements Sounds-Write when children move onto multi-syllable words and more complex very variations.

Reading & Writing – Literacy Tree provides detailed weekly plans, based on the highest quality children's literature, which can be differentiated by class teachers to teach reading and writing at each level.

## Maths

**White Rose** resources, plus supplementary planning from NCETH (National Curriculum for Excellence in Teaching Mathematics) provide teachers with plans and resources to meet the needs of learners at each stage.

Leaders from each Foundation subject draw from a range of resources. (see each Curriculum Subject Statement)

## IMPACT:

Impact is shown through talking to children, looking at their work, and measuring their outcomes against the curriculum; to track progress for each child

- Our school's **Data** is based upon termly assessments of each child's achievement, based on their progression through each stand of the curriculum. We track **progress** (how quickly they are learning) and **attainment** (how much they have learnt), which indicate the impact of teaching and the curriculum.
- **Assessment** (See Policy) We assess our children both on a daily basis, through marking and feedback, based on our planned objectives and differentiated success criteria; and at least termly, so that we can evaluate achievement overall against our subject Map and external criteria. We also use specific assessments to ascertain gaps in learning.
- **Self and Peer assessment** supports metacognition, enabling independence, but also offers opportunity to learn from others. Clear guidelines for responding positively to others' work must be set out first. Children are encouraged to talk about and understand their learning.
- **Presentation:** We are clear about the presentation of work in each subject, so we and they can read their own work, we can see progress through the book and the child can take pride in it and see themselves as students of the subject.
- **In KS1 and 2,** we clarify each subject by the children's books – Literacy, Maths, Science and Technology; RE and PSHE, History and Geography, Art and a folder for Music/Drama and French.
- **In EYFS:** Tapestry (online Learning Journey) is used to evidence achievement in each of the areas of learning.
- **Displays:** We make the Map and the learning journey clear through our displays, which are designed to be interactive and promote active learning, through discussion.

## Achievement for all:

We have made Ordinarily Available Inclusive Provision (OAIP) part of what we do in each class, for all children to be successful.

Children with Special Educational Needs (SEN), disabilities, or disadvantaged by social, cultural or economic factors, may require support to address gaps, additional needs, or barriers to learning. Those needs and actions will be guided by clear assessment e.g: The Graduated Response Tool, Sandwell for maths gaps, Language Link for language gaps, Boxall Profile for emotional needs.

When specific needs are identified, we use additional time and resources to meet those needs. We then re-assess to check impact in the plan, do review cycle. Significant, complex and long term additional needs require further, external support. See our SEND Pathway and information on our offer on the school's website.

<b>Be Well</b>	<b>We aim for children with additional needs, or facing disadvantage, to achieve as well as their peers – closing the achievement gap.</b>
<b>Learn Well</b>	<b>We aim for all children to achieve at least the National average and realise their potential: academic, artistic, musical, sporting or otherwise.</b>
<b>Live Well</b>	<b>We aim for all children to enjoy learning and find fulfilment in life.</b>