

Curriculum Statement

Our Vision

At Oundle CE Primary School, we aim to educate, inspire and nurture every child, staff member, parent and governor in a loving and inclusive Christian environment. We ensure that all children work to 'be the best they can be' whilst 'shining a light' for others to see by.

Let your light shine before others

Matthew 5:16

Curriculum Intent

In our Trust the curriculum is broadly defined as the knowledge children are expected to learn (including spiritual, moral, social and cultural) through the totality of experiences provided in our children's primary schooling. By knowledge we mean facts, concepts and rules (declarative knowledge: to know that ..., and procedural knowledge: to know how ...) acquired through experience and/or education.

The curriculum lies at the heart of education in Oundle CE Primary School. It therefore determines what our learners will become, will know and understand, and will be able to do by the time they leave.

Bearing in mind the definition of knowledge above, we aim for our knowledge-rich curriculum to enable:

- (i) Sustained mastery (and a greater depth of understanding for those who are capable) of subject specific key knowledge that we want the children to acquire;
- (ii) Sustained mastery of knowledge that pupils will need for future learning e.g. resilience, perseverance and a growth mind-set;

We also aim for our curriculum to develop attitudes, attributes and dispositions which enable our children to:

- (i) develop as confident, responsible citizens;
- (ii) be able to make sense of the world by providing rich cultural capital.

We regard the curriculum as the progression model. We focus on knowledge progression mainly through subject specific models within the context of themes or topics. Hence our curriculum will be coherently planned, organised and structured with key concepts identified and prioritised, built upon and revisited. The national curriculum is taught across Key Stages 1 and 2.

Our curriculum reflects our local needs and context. The curriculum meets the particular aims and values of our school by providing opportunities and experiences for our pupils to develop:

- Understanding and developing a sense of belonging.
Developing our pupil's understanding of what it means to live in our community and value where we live. We believe that children should have a sense of pride and understanding of where they come from, whether this is Oundle, Northamptonshire, Great Britain and indeed somewhere else in the world. We feel that understanding the history and appreciating where we live is important. As part of this we want our children to appreciate how fortunate they are, that they have much to offer and can use their ability and skills to contribute back to the wider community.
- Understanding and appreciation of cultural diversity
Our school is in a market town in rural Northamptonshire and our pupil role is made up of largely White British. Almost all pupils transition to a local secondary school of similar demographics or into a church secondary school or the private sector. We want our children to develop a rich understanding of diversity within society and to appreciate other cultures and what they have to offer.
- Understanding the value of learning
We want our children to be the best they can be! We want to support and develop our pupils' personal qualities to enable them to be resilient, independent and aspirational learners'. These qualities support our core values a Church of England school and help to prepare children for life long learning.

Curriculum Implementation

Across the school we ensure that there is a broad and rich curriculum. However, we prioritise and regard the mastering of foundational knowledge as crucial in the younger years. Reading and vocabulary development is at the heart of our curriculum. Pupils from all backgrounds, including those who are disadvantaged, are provided with the tools to access a broad and rich curriculum within a language rich environment.

We regard learning to have taken place when there is a change in the long term memory (sustained mastery). We, therefore, favour spaced and distributed learning, where knowledge is rehearsed for short periods over a longer period of time. We aim to ensure retrieval practice is built in to strengthen memory.

Effective teaching is being developed by:

- Providing overviews and / or reviews of objectives;
- Outlining content to be covered and signalling transitions between different parts of the lesson;
- Calling attention to main ideas;
- Reviewing main ideas.

Effective questioning, effective use of formative assessment and adaptive, responsive teaching are regarded as key.

We prioritise teachers' knowledge and see the following as essential:

- pedagogical knowledge: teachers' knowledge of effective teaching methods;
- content knowledge: teachers' subject knowledge;
- pedagogical content knowledge: teachers' knowledge of how to teach the particular subject / topic e.g. knowing the misconceptions that arise prior to teaching specific key knowledge.

Curriculum Impact

We measure this by the extent to which our aims, curriculum defined end points and strong outcomes are achieved as a result of our curriculum intent and implementation. The majority of our pupils will have sustained mastery of key knowledge identified and some children will have a greater depth of understanding.

Curriculum Leadership

Leadership of the curriculum is distributed. Subject leaders are given the autonomy to lead on their specific subject curriculum within the shared vision and accountability framework of the school.