

Intent, Implementation and Impact of the Wider Curriculum at Charlton- on-Otmoor

'Aspire and Grow Together'



Intent

Our intent at Charlton-on-Otmoor is to raise educational standards across all subjects enabling our pupils to achieve academic and personal success. We believe that creating an environment where our children can explore ideas about the world, they live in through the curriculum will equip themselves with the knowledge and skills needed to thrive in the modern world.

Our strong commitment to our school values of Love, Respect, Kindness, Forgiveness, Honesty and Resilience creates the platform for our pupils to safely explore new ideas and develop their learning throughout their educational journey at Charlton.

The key aims of our wider curriculum are:

- To excite and enthuse learners and teachers
- To create purposeful, immersive and memorable learning
- To support and celebrate cultural diversity
- To develop and deepen pupils' skills, knowledge and understanding across the curriculum through a diverse range of themes
- To ensure a cohesive curriculum, where learning is built on systematically, improving and emphasising consistency and progression throughout the school
- To ensure inclusivity through an accessible and relevant curriculum
To help pupils to understand their place in the worldwide community, so that they understand their own worth and the worth of other

Implementation

At Charlton we have created a two-year learning cycle to ensure that during their time in each phase, children get a variety of learning experiences.

To ensure that all aspects of the national curriculum and developmental matters statements are covered, and we provide a broad and balanced school experience for all children, we have created subject progression documents to show where curriculum objectives are being covered.

Subject coverage:

The foundation subjects of art and design, design technology, geography, history, computing and music are taught through discrete units. Each subject is taught using a combination of substantive and disciplinary knowledge, enquiry and, where relevant, fieldwork. Learning takes place both inside and outside the classroom. For each unit, topic overviews have been created which detail the key vocabulary, substantive and disciplinary knowledge and curriculum objectives covered. Prior and future learning is also included to support with progression.

The progression in substantive and disciplinary knowledge has been organised to ensure there is a clear sequence in learning, building on previous learning.

Each time a unit is taught the planning is adapted based on the cohort's assessments grids shaping the learning to ensure it is adapted for the needs of the class. Teachers use topic organisers for their planning which detail as well as sequence of learning for the topic.

For some subjects, Charlton has chosen to use specialist planning:

Music: We follow the progression of scheme called Charanga which offers a varied range of musical experiences. We also work in collaboration with the Oxfordshire Music Service to provide specialist teaching. Children also have the opportunity to learn and play a variety of instruments with this service.

PSHE: The PSHE curriculum provides a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

We use a program called Kapow in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

RE: Religious Education is taught using the Oxford Diocese schemes of learning with Physical Education taught using the lesson plans derived from Complete PE.

Impact

Charlton will ensure our curriculum is high quality, enjoyed by children and that we are monitoring and providing further opportunities of development.

We will ensure that:

- All pupils will achieve well academically across the curriculum
- Learners will be enthused and engaged through the whole curriculum
- Teachers will plan learning opportunities to inspire and motivate the children
- Learning environments will be stimulating and inspiring

Assessment of children's progress will be completed by examining substantive and disciplinary knowledge shown in books, pupil participation in lessons and demonstration of wide vocabulary. Each cohort has an assessment folder with substantive and disciplinary knowledge assessment grids which are used to identify pupils working above or below expected and inform future planning.

Staff jointly monitor all areas of wider curriculum, with the headteacher, conducting pupil voice surveys and monitoring of the subject through book checks and learning walks.