CURRICULUM POLICY

ODBST Level 1 Statutory Policy:	**ALL** Schools require this policy with **no changes** allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, **except** where a school contact is required as identified in the content of the policy. LGBs will **note** adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	ODBST Relationships and Sex Education Policy ODBST Alternative Provision Policy ODBST SEND Policy
Committee responsible:	School Effectiveness Committee
Approved by:	School Effectiveness Committee
Date Approved:	
Review Date:	

Statement of Intent

The Oxford Diocesan Bucks Schools Trust (ODBST) expects its schools to deliver a broad, balanced and ambitious curriculum underpinned by the National Curriculum, enriched to provide meaningful and engaging learning experiences both within and beyond the classroom.
ODBST places a strong emphasis on the development of core knowledge and skills to enable pupils to become confident, independent learners and successful adults.

Religious Education is delivered through the Locally Agreed Syllabus.

2. Introduction

In Spring 2027, the new National Curriculum is anticipated with some significant changes. This will provide our schools with an excellent opportunity to review and refresh their curricular offerings to the children to ensure that not only are the foundational skills and knowledge in English, Maths and Science covered, but also that the changes to other curriculum areas are reflected in a broad and balanced approach to teaching the skills in the humanities, the arts and in physical and technological skills. Current curriculum planning has been challenged by the National pandemic and the amount of

schooling that our pupils have either missed or received in a way that is not necessarily the way schools would normally provide learning. As a result, schools will take a new look at curriculum and ensure that it is fit for purpose and responds more accurately to the needs of our pupils today.

3. Objectives

This statement aims to:

- offer a curriculum which is balanced and broadly based and one that has the needs of disadvantaged pupils and those with SEND at its heart;
- complement the national curriculum, encompassing all learning and other experiences that each school plans for all pupils;
- promote the spiritual, moral, social, cultural development of pupils in the school;
- challenges pupils physically and supports the mental health and well-being of pupils;
- prepare pupils for life as effective citizens with British values who are able to respond positively to the opportunities and challenges of a rapidly changing world;
- ensure a curriculum that is fit for purpose and that enables adaptation and personalisation to meet the needs of all and particularly of the most vulnerable;
- be a centre of excellence in learning and teaching;
- achieve and then exceed national standards in achievement, attainment and progression for all pupils;
- be committed to excellence and continuous improvement;
- nurture the talents of all and celebrate success;
- work with other schools and settings to ease transition;
- involve the community, parents and carers.

4. Scope

- Governing Body ✓
- Teaching Staff ✓
- Headteacher ✓
- Support staff ✓
- All School Staff ✓
- Pupils □
- Central Office Staff □
- Contractors/ Service Providers □
- Users of the school site and buildings □

5. Relevant Legislation

- National curriculum in England: primary curriculum (May 2015 - Statutory guidance)
- Early Years Foundation Stage (EYFS) statutory framework (Janaury 2024)
- National curriculum in England: English programmes of study (July 2014 - Statutory guidance)
- National curriculum in England: mathematics programmes of study (July 2014 Statutory guidance)
- National curriculum in England: science programmes of study (May 2015 - Statutory guidance)
- National curriculum in England: art and design programmes of study (September 2013 - Statutory guidance)

- National curriculum in England: citizenship programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: computing programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: design and technology programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: geography programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: history programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: languages programmes of study (September 2013 - Statutory guidance)
- National curriculum in England: music programmes of study (September 2013, updated March 2021 - Statutory guidance)
- National curriculum in England: PE programmes of study (September 2013 - Statutory guidance)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education September 2020 onwards
- Education Act 2002 (Section 78)

6. Date of Review

The policy will be reviewed as required by the Board of Trustees of ODBST to take account of any legislative changes and / or national policy development as well as feedback from ODBST staff and schools and in any event, by July 2028 at the latest.

7. General Principles

Definitions

- Where the term "relevant body" has been used this refers to the Board of Trustees of ODBST;
- Unless indicated otherwise, all references to "school" include both schools and academies;
- Unless indicated otherwise, all references to "teacher" include the Headteacher;
- Unless indicated otherwise, all references to 'staff' include teaching and support staff.

8. Monitoring and Evaluation

The ODBST Director of Education, the Local Governing Body and Headteacher will monitor the operation and effectiveness of the school's curriculum with regards to ODBST's policy and deal with any queries relating to it, and through the School Effectiveness Committee, will monitor any concerns or complaints raised in relation to the policy on an annual basis.

ODBST Statutory Curriculum Policy

The Oxford Diocesan Bucks Schools Trust (ODBST) promotes and encourages its member schools through its Local Governing Bodies (LGB) to provide compelling learning environments at the heart of all its learning communities. They promote care and respect and expect high standards in all aspects of school life. Each school's curriculum will offer a spiritual and moral basis for the development of each pupil's potential and a sure foundation for personal and social values based on the individual. It will provide a distinctive language for understanding life in all its fullness and interpreting human experience.

Our aim is to meet the needs of children and young people in our schools preparing them for the next phase in their education, training and employment as part of becoming valuable and productive members of society and prepare them for their future life in the 21st century. Providing an education which

> *. .. stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others*
>
> *The Way Ahead 2012*

The trustees have devolved responsibility to individual LGBs to design and agree a curriculum which matches the distinct needs of the schools within ODBST. In so doing, trustees expect LGBs to have regard to the National Curriculum documents[1] and other curriculum guidance[2] issued by the Department for Education. Trustees will, from time to time, issue guidance on a range of curriculum areas which it would expect its schools to follow when setting policy. The Director of Education will quality assure the curriculum for each school and determine modifications as and when required.

The educational vision and curriculum design for ODBST recognises that:

- For children and young people learning in an ODBST school today, the world when they leave education, will be very different to the world of today;
- the pace of change is increasing, technological advances are increasing and further training and employment opportunities are changing;
- children and young people have increasingly greater access to information and learning material independent of school;
- each school is a unique place with local needs and differences;
- there is a place for a more centralised approach to curriculum, and this will be explored with schools as the new changes come on board;
- we will reflect on the financial and workload advantages of a centralised approach alongside ensuring that what is right for pupils remains at the core;
- the current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life;
- all children and young people, even those who are still very young, have now lived through a national pandemic and for many, their early childhood and school experiences have not been the same as for children previously;

[1] https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum
[2] https://www.gov.uk/early-years-foundation-stage

- curriculum delivery may involve a greater use of adults other than teachers. This could include support staff, graduates, artists, sports people and people from industry and business.

Curriculum

1. Curriculum Intent

1.1 The curriculum should inspire and challenge all learners and prepare them for the future. The Trust's aim is to develop a coherent curriculum that builds on pupils' experiences in earlier phases and help all pupils to become successful learners, confident individuals and responsible citizens in and beyond their lives in school.

1.2 Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress;
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers;
- have and be able to use high quality personal, learning and thinking skills and become independent learners;
- have and be able to use high quality literacy, numeracy and IT skills;
- be challenged and stretched to achieve their potential;
- respect and understand their physical, emotional and moral development;
- value their learning outside of the curriculum and relate it to the taught curriculum
- prepare for their next stage of education, training or employment, including progression into Key Stage 4 and post-16 pathways.

2. The curriculum Impact

2.1 Schools, as part of ODBST, will design curricula which will:

- fulfil statutory requirements;
- enable pupils to fulfil their potential;
- meet the needs of all pupils and groups of all abilities in our schools;
- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines;
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills;
- include the following characteristics: breadth, balance, relevance, adaptation, progression, continuity and coherence; ensure continuity and progression within each school and between phases of education, including transition from Key Stage 2 to Key Stage 3, Key Stage 4 and into post-16 provision
- increasing pupils' choice during and beyond their school life;
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities;
- help pupils to use language and number effectively;
- help pupils develop personal moral values, respect for religious values, tolerance of other races' beliefs, ways of life and fundamental British Values;

- support pupils in making informed decisions about their future pathways through high-quality careers education, information, advice and guidance;
- develop the skills and understanding pupils need to live confident, healthy and independent lives;
- help pupils understand the world in which they live;
- develop a specific curriculum for Early Years and Foundation Stage pupils which will focus on the core skills of numeracy and literacy and develop personal, learning and thinking skills;
- at Key Stage 3, pupils will follow a broad and balanced curriculum that builds strong subject knowledge and prepares them for future study.

2.2 At Key Stage 4, schools will:

- offer a range of GCSE and, where appropriate, vocational or technical qualifications;
- provide a structured options process to support informed pupil choices;
- ensure access to a core academic curriculum alongside appropriate alternative pathways.

2.21 The curriculum will:

- support pupil progress in national accountability measures, including Progress 8 and Attainment 8;
- develop subject-specific knowledge and disciplinary understanding;
- promote independence, resilience and effective study habits.
- secondary schools will provide a comprehensive careers education programme aligned with national expectations, including opportunities for employer engagement and encounters with further and higher education providers;
- be a coherent and ambitious post-16 curriculum that prepares students for successful progression to higher education, apprenticeships or employment.

2.3 Post-16 study programmes will:

- include academic and/or vocational qualifications;
- be tailored to students' prior attainment and aspirations;
- include opportunities for independent study and enrichment;
- in line with statutory requirements, students who have not achieved a Grade 4 in English and/or mathematics will continue to study these subjects.

3. <u>Roles and responsibilities</u>

3.1 On behalf of the Trustees of ODBST, each school and its LGB will ensure that:

- all statutory elements of the curriculum, have aims and objectives which reflect the aims of the Trust and indicate how the needs of groups of pupils will be met. This will include how the subject will be taught and assessed;
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors, and the Director of Education, annually;
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum;

- enable those pupils to study in alternative provision setting where the school and, where applicable other relevant professionals, deem this to be appropriate;
- the procedures for assessment meet all statutory requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve;
- the LGB is fully involved in decision making processes that relate to the breadth and balance of the curriculum;
- the LGB is involved with the leadership team in each school in setting targets with the Trust in order to make informed evaluations on the overall effectiveness of the school and its provision.

3.2 The LGB will ensure that it:

- regularly monitor progress towards annual targets and the outcomes for pupils across the school;
- contributes to decision making about the curriculum;
- ensure, on behalf of Trustees, that the school's curriculum fulfils all statutory elements and content.

3.4 School leaders will ensure that:

- they have an oversight of curriculum structure and delivery within their school, phase or subject;
- provide detailed and up-to-date schemes of learning to support the delivery of subjects and aspects of learning within their school which are monitored and reviewed on a regular basis;
- such schemes of learning will be designed using a school standard format and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, adaptation and resources; schemes of learning ensure clear progression in knowledge and skills in line with or exceeding national standards;
- schemes of learning build on component skills so that pupils learn in a progressive manner, developing knowledge already acquired so that new knowledge is relevant, timely and appropriate;
- levels of attainment and rates of progress are regularly discussed with leaders, managers, Trustees and governors on a regular basis and swift actions are taken where necessary to improve these;
- long term planning is in place for all subjects and aspects of learning;
- there is consistency in terms of curriculum delivery across each member school. Schemes of learning should be in place and be used by all staff delivering a particular subject or phase of learning;
- assessment is appropriate to the subject and the pupils following particular areas of learning. There should be consistency of approach towards assessment which will be recorded using Bromcom;
- schools share best practice with other colleagues in terms of curriculum design and delivery;
- CPD needs are reviewed with regards to curriculum planning and delivery within their area of responsibility.

3.5 Teaching staff and learning support staff will:

- ensure that the curriculum is implemented in accordance with this policy;
- keep up to date with developments in the subjects the school teaches;
- have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils;
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum;
- participate in professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them;
- work in partnership with other schools and settings to provide an appropriate range of curriculum opportunities.

3.6 Pupils will:

- be increasingly independent in their learning, contributing to and engaging actively with the curriculum
- have their individual needs addressed, both within ODBST schools and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge;
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

3.7 Parents and carers will:

- be informed about their children's learning;
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives;
- be informed about the curriculum on offer through newsletters and details on the school's website.

4. Monitoring, evaluation and review

4.1 The LGB will receive regular reports from the Headteacher on:

- the termly outcomes in the core subjects[3] compared with national and local benchmarks for each year group focused on the progress current pupils are making;
- progress towards meeting targets across each phase;
- the outcomes achieved at the end of each key stage taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks;
- the number of pupils for whom the curriculum was disapplied and the arrangements which were made;

[3] Reading, Writing, Mathematics and Science

- report to Trustees when required, to account for their stewardship of the school's curriculum and its impact on learning and outcomes for pupils and young people using it.

4.2 The ODBST Curriculum Policy will be reviewed by Trustees every two years and on or before the following date: July 2028.

This policy will be adopted by the Local Governing Body of each academy at its first meeting and reviewed every two years thereafter.

The policy will be promoted and implemented throughout ODBST.