



Osmotherley Community Primary School

Curriculum Statement

Rationale

Osmotherley Primary School is a small village primary school in a rural setting. Most of the children who attend the school are from the Osmotherley and the surrounding villages. The school is situated on the edge of the North York Moors national park and the children benefit from being having easy access to the countryside. This provides many opportunities for outdoor learning and experiencing aspects of the science and geography curriculum first hand. We appreciate the advantages that our setting offers; however, we are also aware of potential barriers to learning it presents.

The nearest town is 7 miles away and the nearest large city is 50 miles away. Some children have limited opportunities to benefit from cultural experiences, for example, visiting museums, galleries or the theatre.

In addition, the school and the surrounding areas do not reflect the diverse, multi-cultural make-up of British society so it is important that the school fosters a world-view and helps the children to be outward looking and to develop positive attitudes towards diversity and to celebrate difference. The school recognises the importance of providing opportunities to learn alongside children from schools in different settings and to develop a deep understanding of other cultures.

The school is small so the children and staff develop strong relationships and they know each other very well. This is a strength of the school but we are also mindful of the need to develop the children's self-confidence and resilience in order to prepare them for the next stage in their education when they move to larger secondary schools and beyond.

The school is also aware that these children will be living and working in world of rapid changes. We can help to prepare them by, not only ensuring that they have strong computing skills, but also by developing their skills in collaboration, adaptability, flexibility, determination, resilience, and their ability to be independent and reflective thinkers, articulate speakers, and responsible, caring citizens.

Visitors to our school have told us that our children are our strength and we agree. We strive to provide a curriculum that is deep and rich and bespoke to our children's needs, while maintaining our commitment to fostering the core values of kindness, respect, pride in everything we do, tolerance, patience and a lifelong love of learning. It is our vision that our children will become caring and confident citizens who will make a positive contribution to society.

Intent

Our curriculum

- Children experience a supportive and nurturing start to school in our Foundation Stage. Many of our children enter school after attending Osmotherley Pre-school. A close link with this setting ensures a gentle transition. The children begin to develop their knowledge, thinking and skills through play based activities and focused adult led sessions that begin to build children's knowledge of phonics and number. The children learn to share, play with others, work independently and learn about the world around them. Outdoor learning is important to us so our children learn outside as often as possible. Support in provision for SEN and disadvantaged children and developing reading for all children are our key priorities and this continues into KS1.
- Our curriculum has the acquisition of knowledge and understanding at its heart and we ensure pupils are supported throughout their learning to remember connected and essential knowledge as they progress through KS1 and KS2, incrementally building their long term memory. Lessons are planned so they do not overload pupils' working memory and a mastery approach to deepen learning is applied.
- The children in KS1 and KS2 learn elements of the core subjects of English and mathematics every day and the opportunity to practise key skills is a priority in all subjects.
- Dialogic talk is the vital ingredient that permeates all aspects of our curriculum. It is the core element of our teaching pedagogy providing high expectation and challenge in lessons. The focus on talk provides key support for children's development of confidence and enables them to build learning skills that ensure pupils are very effective when undertaking independent and collaborative learning. We believe pupils should develop life-long learning skills, resilience and the ability to learn from setbacks and mistakes and this is a key element in our support for pupils' mental health and well-being.
- Our curriculum is broad and balanced. Our children follow the agreed local syllabus in RE and the NYCC scheme of learning in science. The foundation subjects (history, geography, computing, art and design, DT, French and music) are taught through engaging cross-curricular topics, ensuring that links are made between the subjects. Some aspects of PSHE are taught discretely, but most of our PSHE is threaded through all subjects.
- As part of our PE and sports offer, the children have regular opportunities to compete with children from nearby schools at cluster events.
- Careful planning and differentiation ensures clear progression, enabling the children to build on their prior learning. Meeting the needs of all our children, in particular the disadvantaged and SEND pupils is a key priority. Targeted support and resources are used effectively to support closing individual learning gaps faced by disadvantaged and special needs pupils.
- The focus on knowing more over time is aided by planning sequenced units of learning within topics. We are devising a system of regular revisits and recalls, integrated into planning, to support the development of pupils' long-term memory.
- Pupils learn how to complete tasks, apply skills and make links with prior knowledge and solve problems. Learning is enhanced by memorable events, visits and activities but the maximum impact on learning progress is secured by careful planning and timing within a sequence of work. We are beginning to embed this knowledge rich approach in foundation subjects. We believe a broad curriculum with depth should give equal value to each foundation subject.
- Creativity is a key feature of our curriculum. Teachers' plan opportunities in all subjects for pupils to think in different ways, find different solutions, create original designs, make links and connections

between subjects and information, and imaginatively use and apply knowledge. This is often achieved by teachers' responding during lessons to thoughts and ideas that are provided by pupils from their learning.

- Assessment is an integral part of planning and teaching and learning. Our learning culture is built on assessment for learning and the belief of the vital importance of questioning and challenge when providing feedback to individuals or groups. A range of assessment is used to check children's progress through the school. Summative assessments are used in a balanced way and low risk assessments such as quizzes and activities, which assess the development of pupils' long term memory, are being developed. Excessive assessment regimes and frequent data collection points are avoided to ensure reasonable workload demands.
- Every opportunity is taken to bring culture, world-view and multi-cultural content into the children's learning. Their development of 'cultural capital' helps our pupils engage with society and this is a vital part of our curriculum; further supported by the wide range of experiences and opportunities we provide, which are available to all pupils irrespective of their circumstances, special needs or disability. Our inclusive culture and ethos is built on respect and consideration of all others and within a predominantly White/British context we promote an appreciation of the rich heritage and diversity of Britain in the 3rd decade of the 21st century.
- This is a school that values the voice of all children and really listens to their views. We encourage our children to actively take part in their local community and help them begin to understand the importance of being a good UK and global citizen. We ensure our pupils take responsibility for their behaviour and their learning. Pupils' build positive attitudes to learning and actively play a full part in the life of the school. Performing in music and drama and participation in sporting activities and other inter-school competitions are encouraged. These opportunities are highly valued as part of the broader curriculum to enrich their knowledge and skills and develop self-confidence and raise self-esteem. Every half term, the children share their learning at open mornings and celebration assemblies to develop a pride in their achievements.
- The health, safety and well-being of all our pupils is of paramount importance. We are keen to encourage our children to try a range of activities to show that there are enjoyable alternatives to extended periods spent on screens. We encourage our children to experience a wide range of activities during the school day and we offer a variety of after-school activities.
- We provide a curriculum that strives for our pupils to be the best they can be and when they move on to secondary school they should demonstrate the following:
 - Pupils will be considerate and respectful and take responsibility for their behaviour.
 - Pupils will be open to new ideas and will respect and value differences.
 - Pupils will be resourceful, resilient and know how to keep safe.
 - Pupils will actively demonstrate citizenship at all levels.
 - Pupils will show strong attitudes to learning and embrace opportunities to learn from mistakes and are able to take responsibility for their own learning.
 - Pupils will have good subject knowledge across all subjects including foundation subjects.
 - Disadvantaged and SEND students will have made good progress from their starting points at the end of KS2 and have acquired essential knowledge.
 - Pupils will make good progress from their starting points and an above average percentage of students will attain expected standard and above in reading, writing and mathematics at the end of KS2 ensuring they will be able to access the KS3 curriculum.