

St Osmund's CE Middle School

Inspire, Empower, Achieve

Rationale

As a Church of England school, we aspire to enable all children to reach their God given potential. The school's Christian values – Faith, Hope and Love – exemplified by our core values – Inspire, Empower, Achieve are the heart of our curriculum. They are frequently referred to and used where they relate specifically to units of work. The children experience views from a range of backgrounds and learn the importance of thriving in a multicultural society.

We strongly believe in our role of preparing our children for their future in the world. In order to develop as active citizens who contributed fully to society, we believe that they need to adopt a growth mind-set.

The children will be expected to:

- Look for challenges
- Enjoy practice, discovery and problem-solving
- Respond to feedback by looking at ways to improve

This is reinforced through use of the school's Approach to Learning' ladder (ATLs) , the scores of which are regularly discussed with students by tutors, fed back to parents, and celebrated where appropriate.

We aspire to keep the curriculum at St Osmund's increasingly rich and engaging; it is rigorous and one in which children are allowed to be creative and ask questions, allowing teaching to concentrate on the best possible outcomes for the children in the school.

Our curriculum is inclusive and consultative. Children are taught a balance of skills and knowledge; key information is needed allow further exploration, while the children are increasingly becoming involved in learning to learn.

Curriculum Development and Leadership

Student Voice will carry out a whole school survey this year to gather views on maintaining a relevant curriculum. This will lead to further consultations with staff and parents and will result in an updated curriculum policy, along with changes to plans where necessary. Along with annual subject reviews, this will allow all subject leaders to ensure all teachers can continue to develop an outstanding curriculum that will inspire and empower so that all learners can achieve their potential.

The Middle School Perspective

As a middle school, we offer subject specific teaching, usually with subject specialist teachers, in art, design and technology, music and P.E., from Year 5 (two years earlier than in the primary/secondary

system). The school also has specialist facilities for the teaching of art, design technology, music, P.E. and science. The middle school experience is one where we aspire to assist in developing children (and later adults) who have experienced a rich variety of skills and been exposed to a wide array of ideas. This is all aimed at producing young people who are well-balanced and able to take an active role in society, respecting local, national and world issues.

Cohesion, Consistency and Engagement

The curriculum is cohesive, establishing links between different areas and allowing learning to be both rigorous and meaningful to the children. It is broad and balanced, each year group having a mixture of practical and academic subjects. Maths and English are supported through focussed and appropriate work in other subjects.

Opportunities for writing are in place in all subjects. The quality of writing is being developed so that different genres are focussed upon outside of English, to provide context.

Progression

Our curriculum is carefully matched to those of the feeder schools, avoiding repetition and ensuring a smooth passage of learning. It builds progressively from year 5 to 8, ensuring the children are fully prepared and well equipped to continue their education at their chosen upper school. Leaders have reviewed the learning within their subject to ensure it builds year on year.

Our Y5 staff meet regularly with Y4 teachers to maximise transition opportunities. The students' progress is followed closely through the 'Joint Accountability' tracking of our mini pyramid. Regular moderation of English and maths takes place termly between Y4 and Y5 teachers and between all Y6 teachers across the Middle Schools.

KS3 teachers from all middle schools meet termly with upper school teachers to moderate work through creation of '5 band' portfolios of work.

CPD

All teaching staff receive ongoing CPD on providing appropriate inputs of English within their lessons. All teaching staff training in the coming academic year will include CPD meetings further development of reading strategies to be used by all teachers, and further developing the specific quality of writing outside of English in KS2.

The important link between the curriculum and teaching and learning means that key principles are put into practice in classrooms. CPD continues to include how to make classroom practice as good as possible. In the coming year this will be shared through the meeting and also through joint learning walks, involving all staff, and the opportunities to share best practice through 'Triage' work.

Enrichment and enhancement

The curriculum is enhanced by a range of extra-curricular and enrichment activities. 'Enrichment' takes place weekly across the school, offering opportunities to work with other age groups and develop a range of skills. Targeted pupils are invited to specific English or maths based activities.

Specific PHSCE days allow students to focus in depth on relevant issues.

Residential trips to France, Scotland, Bude and Rockley and Swanage occur in all year groups as part of school wide 'Activities Week'. At regular points in the year, all year groups have the opportunity to visit local areas and work with outside visitors.

Impact

While professional judgement retains an important position in deciding upon the impact the curriculum is making, evidence on the impact of the curriculum is gained from many different sources:

- Assessment data, both summative and formative
- Pupil interviews - Pupil surveys
- Professional judgements of teachers

In KS2 results have improved year on year since the new, age related system of summative assessment was introduced in 2016.

Progress of the children during their time at the school remains at least good in English, maths and science. End of Year 8 data shows accelerated progress throughout KS3.