



St Andrew's Church of England Primary School



Curriculum Statement

ST ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL HEADINGTON

WE ARE

WELCOME INCLUSIVE DIVERSE INVOLVING CURIOUS

CREATIVE SOCIABLE SAFE SUCCESSFUL

OUR COMMUNITY

AS A CHURCH OF ENGLAND SCHOOL WE AIM TO FOSTER THE SPIRITUAL DEVELOPMENT AS WELL AS THE INTELLECTUAL AND SOCIAL DEVELOPMENT OF PUPILS EQUALLY...

SCHOOLS ABOARD & VISUAL

OUR SHOPS & CAFES

MUSEUMS ST ANDREW'S

EVERYONE IS DIFFERENT

PUPILS
CONFIDENT CARING VALUED & UNDERSTOOD WELL PROVIDED INDIVIDUALS PREPARED FOR THE WORLD...

STAFF
BUSY ROLE MODELS ADAPTIVE OBSERVANT POSITIVE WITH EMPATHY

PARENTS
COMMITTED SUPPORTIVE ENGAGED UNDERSTAND THE SCHOOL

GOVERNORS VISITORS

OUR PARK
FERRY POOL

STAYING TRUE TO OUR VALUES

EVERYONE IS SPECIAL

★ FRIENDSHIP
★ TRUST
★ FORGIVENESS
★ HOPE
★ JUSTICE

CLUBS & SOCIETIES DANCE! SPORT LINKED BY CHILDREN & FAMILIES THE CHURCH CONNECTION BICYCLE SAFETY 2RT WEEKS

HEADTEACHER & STAFF FUN CREATIVITY MUSIC WELCOMING HEALTHY SCHOOL DINNERS SCHOOL TRIPS LEARNING

AIMS

PROVIDE A STIMULATING AND CHALLENGING LEARNING ENVIRONMENT WITHIN WHICH A BROAD AND BALANCED CURRICULUM CAN BE EFFECTIVELY DELIVERED ENCOURAGE POSITIVE ATTITUDES TO LEARNING SO THAT EACH CHILD MAY BE HELPED TO REALISE HIS OR HER POTENTIAL ANTICIPATE RESPECT FOR ALL THOSE INVOLVED IN THE LIFE OF THE SCHOOL LOOK AFTER EVERYTHING ASBOS US EXTEND SOCIAL AND CULTURAL AWARENESS WITHIN THE SCHOOL OF LOCAL AND INTERNATIONAL COMMUNITIES, WITH A COMMITMENT TO PROVIDE EQUAL OPPORTUNITIES FOR ALL

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St Andrew's Church of England Primary School

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Overall Curriculum Context

As a Church of England school, we believe that 'everyone is different; everyone is special', within the context of our [Christian-based values](#).

We serve a community which is composed of many international, sometimes transient, workers in the nearby hospital and university, and local Headington families. As a small school, small numbers of minority groups, such as PP children, represent high percentages in data, where numbers of EAL and SEND children are proportionally quite significant. Our Reception class is taught within a Foundation Stage School and is on another site.

In this context, we have created a bespoke, fluid and adaptable curriculum, designed to ensure the progression of knowledge and skills for every child. The curriculum is designed and intended to support this diversity; it is constructed and sequenced to deliver quality-first teaching for all.

Children leave St Andrew's, assured and proud of their differences, able to appreciate others' differences and confident that they are special.



Overall Curriculum Intent



St Andrew's Church of England Primary School

At St Andrew's Church of England Primary School, we offer a broad and balanced curriculum, which builds on the knowledge, understanding and skills of all children, whatever their starting point, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014, alongside diverse experiences and opportunities which best meet the learning and developmental needs of all the pupils in our school. The aim of our curriculum is for all pupils to have the skills and knowledge to be successful, independent and motivated learners in readiness for their next stage of education.

At St. Andrew's we feel that it is important that the curriculum considers the development of the whole child and not just academic success.



Overall Curriculum Implementation



St Andrew's Church of England Primary School

At St Andrew's, our intentions are achieved by organising learning through topics and using the opportunities to naturally link subject matter meaningfully to secure knowledge and skills. Our curriculum starts with topics being chosen which are relevant, considering the local cultural capital and community diversity.

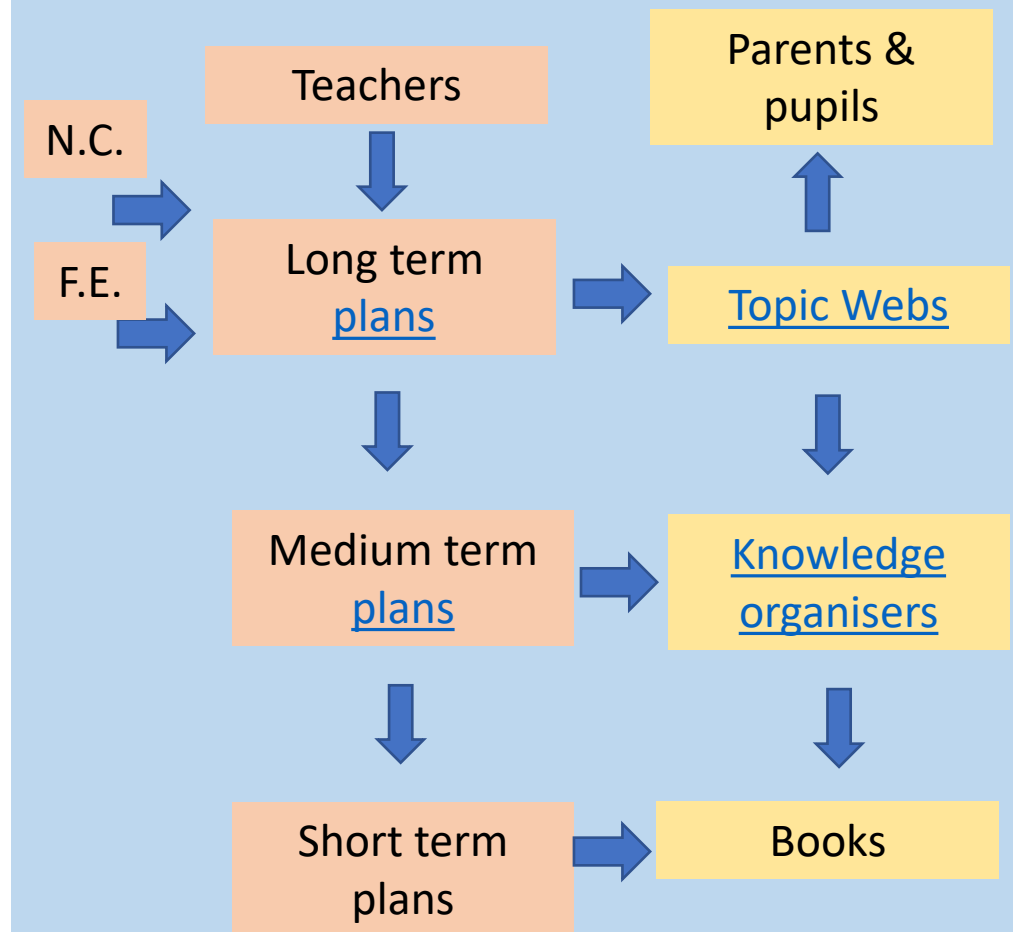
Long term plans set out the National Curriculum (NC) objectives, supported by Focus Education (FE) skills, to ensure coverage and progression of knowledge and skills from year to year, Reception to Year 6.

Medium term plans include National Curriculum, Focus Education objectives and key vocabulary to provide detailed explanations of the long term maps. Teachers populate these with a week by week summary of the teaching and learning and vocabulary/ knowledge specific to the topic.

Long term plans and medium term plans are summarised each term in a Topic web, which is shared with parents and children.

Teachers are free to plan in the short term, using their own templates or following a more detailed medium term plan. Discussions around short term planning take place during topic work scrutiny, alongside medium term plan and book looks.

Knowledge organisers are a tool for teachers to use (often for history and geography in Topic); however, knowledge progression across all subjects is set out with the medium term plan vocabulary.



Click on the icons to see examples of the above

Overall Curriculum Implementation – Access for all

Intent

All children are welcomed to St. Andrew's C of E Primary School, where they are valued and respected. We pride ourselves upon being an inclusive school and it is our aim to identify and break down possible barriers to learning. At St. Andrew's we offer all children opportunities to grow spiritually, socially, emotionally, and academically. We are aware that some children will require extra support whilst at school and aim to provide this for them. In some cases, this will only be for a short time, but in other instances their needs will be ongoing.



Implementation

It is the responsibility of every teacher to meet the needs of all children in their class, through classroom organisation, teaching materials, teaching styles and differentiation. However, if the pupil has a barrier to learning, then that pupil may be identified as having special educational needs. This is identified as early as possible as 'early intervention' has the most beneficial outcomes for children and families. The provision for pupils with special educational needs is the concern of the whole school and part of the continuous cycle of assessment and review. Continuous monitoring helps to ensure that all children reach their potential. The school makes appropriate provision to ensure that all PP pupils or pupils with SEN have full access to the National Curriculum. This provision is regularly monitored during SEN meetings between the school SEND co-ordinator and class teachers. The school creates an environment where pupils contribute to their own learning. This means encouraging relationships with adults in school so that pupils feel safe to voice their opinions. The school works with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting parents in understanding SEND procedures. The school works with outside agencies when the pupil's needs cannot be met by the school alone. Some of these services include Specialist Teaching Service, Educational Psychology Service, Speech and Language Therapists, Special Educational Needs Service (SENS) Teachers and Early Help. For more detail on the day-to-day running of how we support all our learners, see our [School SEND Offer](#), [PP action plan](#) and EAL screening tool.

Impact

To assess the impact of our provision, tracking progress for learners with SEND is carefully managed to ensure good outcomes regardless of starting points. Alongside National benchmarks, the school uses a variety of formative and summative assessment tools to track progress over time, identify gaps and determine the next steps in learning. Through individualised provision and support, all pupils in St Andrew's show good progression.

Overall Curriculum Implementation – contribution of the hidden curriculum

Intent

The hidden curriculum provides the underpinning and support for all children to access teaching and learning, community life and achieve success in school. We have **three key strands**: a clear relationships/behaviour approach; building attitudes to sustainability and the environment; and understanding being healthy. These strands are explored and reinforced throughout a child's time in school.

Implementation

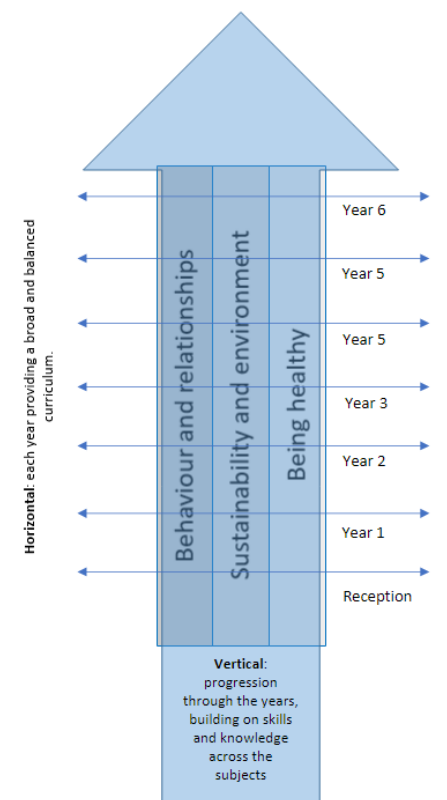
Behaviour and relationships: in having a clear, transparent [behaviour](#) approach we create a climate for predictable relationship between the child and adult in the school. This predictability, in turn, creates a safe learning environment in which children can thrive. Children are encouraged to own their behaviour and make positive choices. Positive behaviour, enhanced by high expectations, adults noticing good behaviour and 'catching children being good' results in a productive learning environment. The devices used to implement this approach: classroom agreed rules, class mission statements, celebration assemblies, citizenship book, the celebration of achievement beyond school, attainment certificates, attendance awards, science cups and headteacher's outstanding awards. Regular monitoring establishes how 'ready' children are to learn through the daily emotions register.

Sustainability and the environment is approached via [Green Team](#), [school council](#) events, including Fairtrade weeks, and through the curriculum. Our school association and Governor activities further promote this aspect, such as by introducing solar panels.

Being healthy is approached through the school sports funding programme, through policies, regular whole school health weeks, whole school multi-skills, and the clubs and activities we partner with to enable children to engage in sports and fitness. Healthy eating is encouraged through packed lunches, food providers and cooking within the curriculum.

Impact

Children develop independence skills, can share views and opinions, can self-regulate and function effectively within the class, school and local community as responsible citizens.



Overall Curriculum Impact



Our curriculum is designed and delivered to ensure children acquire knowledge, develop skills, build cultural capital and achieve. Outcomes across the curriculum are celebrated and assessed throughout the curriculum and monitored at key points to ensure children are prepared for the next stage of their education.

Alongside National benchmarks, the school uses a variety of formative and summative strategies to track progress over time, identify gaps and determine the next steps in learning; this a natural and crucial part of the teaching and learning cycle. Data collection is purposeful, balanced and timely and demonstrates what children have learnt and secured. Tracking outcomes for SEND, EAL and PP learners is carefully managed to ensure good outcomes regardless of starting points.

In KS1 a clear focus on early basic skills outcomes supports children to access the wider curriculum in KS2. A successful phonics programme is delivered daily and reading progress stems from this systematic approach. Maths and early numbers skills are secured at the earliest age to give a stable platform on which to build more complex mathematical knowledge. In addition, the topic planning model enables children to build up knowledge and skills and make clear links between subject areas. In acquiring, linking and transferring knowledge and skills, learning becomes embedded and secure.

As a result, children leave St Andrew's confident and ready for their next stage of education, with knowledge and skills which can be further built upon and an active approach to learning. At KS2 the attainment and progress was significantly above average in 2022.

Early Years Foundation Stage

Intent

The **Early Years Foundation Stage** (EYFS) is the period from birth to 5 years; the **Reception** year is the final year in this first stage of education. In our EYFS we have one Reception class based on site at Headington Quarry Foundation Stage School. Our curriculum is designed to acknowledge children's prior learning and experiences from their nursery setting and home environment. We aim to create a rich learning environment both inside and out through Continuous Provision, building on relationships which support, enhance and invite a child's curiosity and confidence to enable them to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with families to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children in EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally and establish a positive attitude to school and a love of learning.

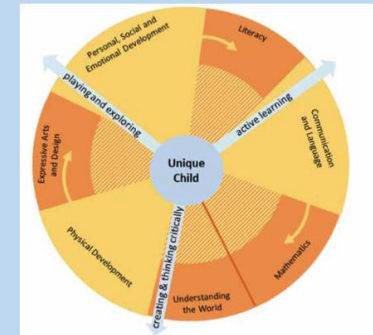
Implementation

We follow the **Statutory Framework for the Early Years Foundation Stage** (updated in 2021) and the **Early Years Outcomes**. Our early years practice is shaped by four guiding principles – the **Unique Child, Positive Relationships, Enabling Environments** and **Learning & Development**, which are interconnected with the seven **Areas of Learning and Development** within the EYFS. These areas are split into three **Prime Areas** and four **Specific Areas**. The Prime Areas are those which the children should develop first and are essential for healthy development and future learning. As children grow and make progress in the Prime Areas, this will help them to naturally develop skills within the Specific Areas. Our planning is undertaken jointly with the HQFSS staff team and is based around children's interests. MTP ensures developmentally appropriate opportunities for all . Children will learn through :

- *Adult-focussed sessions* - whole class or small groups, where the adult teaches a particular skill/ concept eg phonics or maths.
- *Adult-initiated activities* – the adult selects resources and supports the child in their play.
- *Child-initiated activities* - where the child plans their own play and selects resources.

Joint Continuous Provision planning with HQFSS for adult-initiated and child-initiated activities supports communication, sustained shared thinking and physical challenge by using the Characteristics of Effective Learning. This enables all children to thrive.

In the summer term, a programme of school visits, meetings with new families and liaison with feeder settings ensures that starting points for children are clear. A similar system of visits, schools tours for families, and handover meetings with Year 1 staff creates a smooth transition into Year 1. Children with SEND and their families benefit from extra visits in both these situations.



Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
Communication and Language	Health and self-care
	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
Expressive Arts and Design	Technology
	Exploring and using media and materials
	Being imaginative

Early Years Foundation Stage



St Andrew's Church of England Primary School

Impact

Impact is measured through ongoing **formative assessment** undertaken by the Reception team using the "Observation, Assessment and Planning" cycle. A range of observations techniques are used, such as photographs, video, voice of the child and parent, and annotated written work. These are entered into an online Learning Journal (Tapestry) and cross referenced with the Early Learning Outcomes. Termly moderation of these judgements takes place with the HQFSS team and are monitored by the Phase Lead and the English/Maths Leads. Phonics progress is assessed termly and shared and discussed at EY/KS1 Phase Meetings. Regular observations from members of SLT, which include gathering Pupil Voice, allow us to be certain we reflect on the effectiveness of our early years practice. **Summative Assessment** is undertaken with the EYFS Profile at the end of the Reception Year, and shared with parents, Year 1 staff and SLT. As a result, children leave Reception as curious and engaged learners, with the foundation of knowledge and skills enabling a smooth transition to Year 1.

Characteristics of Effective Learning



[Playing & Exploring](#)



[Active Learning](#)



[Creating & Thinking Critically](#)



Year 1 – Continuous Provision



Intent

The continuous provision model of the EYFS setting focuses on providing an enabling environment which develops independent learning skills. At St Andrew's we believe that this learning approach can and should be extended into KS1, providing a smooth and empowering transition into the Primary School curriculum for our youngest learners. We know that the acquisition of language is a crucial element in learning; as James Britton stated in 1983, "Reading and writing float on a sea of talk". Continuous provision gives more time for talk, both between children and between children and adults. It also maximises opportunities for active, hands-on learning, alongside more small-group, highly interactive teaching.

Implementation

The timetable in Year 1 mirrors the Reception experience, gradually increasing whole class teaching time throughout the first term. Children are taught through whole-class lessons (in phonics, maths and topic); small group lessons (maths, topic and RWI Get Writing!); and through Explore and Investigate – our name for continuous provision. The content of the curriculum in LTP and MTP is the same the whole school approach, ensuring coverage of the National Curriculum and progression as outlined in our Focus Education document. Planning at the MTP stage includes plans for enhanced provision – opportunities in the classroom set up which allow children to independently demonstrate their learning. Checklist Tasks (tasks which are compulsory) are set weekly in Year 1, so teachers can be certain all children access key learning.



Impact

Impact is measured by termly teacher assessment in core subjects, monitored by the Phase Lead and the English/Maths Leads. Phonics progress is assessed termly and shared and discussed at Phase Meetings. Progress in non-core subjects is monitored through topic folders, where work is collated and assessed against our Focus Education statements. Topic Folder scrutiny takes place in Phase meetings. Regular observations from members of SLT, which include gathering Pupil Voice, allow us to be certain we reflect on the effectiveness of our practices. Children leave Year 1 with vocabulary enriched from this experience, an eager appetite to learn and the early literacy and numeracy knowledge and skills – the secure building blocks for readiness to learn in Year 2.

Curriculum subjects – PSHE /RSE

Intent



Headteacher's tea

At St Andrew's Primary School, Personal, Social, Health and Economic (PSHE) Education is enhanced by our supportive and Christian school ethos, where all are valued and encouraged, positive relationships are seen as fundamental and there is a consistently safe and secure school environment that is conducive to learning. This is led by 4 main aspects:

- Our [School Vision](#) : *"Everyone is Different, Everyone is Special"*
- Our [School Values](#) : *Friendship, Forgiveness, Trust, Justice, Hope*
- Our [School parable](#) : *"The Good Samaritan"*
- The Fundamental [British Values](#) : *Democracy, The Rule of Law, Individual Liberty, Mutual Respect, Tolerance of Different Faiths and Beliefs.*

We have created a "bespoke" curriculum that meets the needs of our unique, diverse and multi-cultural school community. We aim for children to leave St Andrew's as happy, healthy, and safe pupils who are equipped for modern life and feel valued in being able to make a contribution to society

Implementation

Our PSHE curriculum is based on the work of the [PSE Association](#) and developed around themes that are central to children and young people's wellbeing: **Relationships, Health & Well Being**, and **Living in the Wider World**. The [Family Links programme](#) is used from Reception to Year 6, providing a consistency in teaching and ensures children are emotionally literate. In Year 3 & 4 **Family Links** is supplemented by the "**Safer Together**" programme, focusing on **Protective Behaviours**. Every year group has a planned and timetabled Circle Time /discrete PSHE session each Monday. PSHE skills are further developed and overlap with RE lessons and [Collective Worship](#). Some aspects of PSHE, such as Relationships, Sex Education and Health education (RSE), are planned as part of other curriculum areas e.g. Keeping safe online as part of a Computing lesson, learning the correct terminology for parts of their bodies through Science, linking a Healthy Lifestyles to activity in PE lessons. Further opportunities for embedding PSHE knowledge and skills takes place through a wide range of rich learning experiences – i.e. Deep Learning Weeks e.g. Health Week and [Prayer Week](#), whole school events e.g. Multi-skills and Big Science, National Celebrations e.g. Remembrance Day and key events in the Christian year, e.g. Harvest, Christmas and Easter.

Impact

Impact on pupil learning in PSHE is demonstrated through assessment against identified PSHE learning outcomes, but also in other curriculum areas. Progress is reported to parents via the report schedule and at Parents' Evenings. Through pupil voice, observation and monitoring, we are confident that our children leave St Andrew's appreciating and understanding difference and diversity; can understand and manage their own emotions; have respect for themselves and others; and can demonstrate and apply the British Values.

Intent

Curriculum subjects - English

At St Andrew's we believe every child should leave our school competent and confident in communicating their ideas across a range of subject areas. We prioritise developing a breadth of vocabulary, coupled with the necessary language skills, to allow children to effectively articulate their thoughts to different audiences. Furthermore, we want children to enjoy expressing themselves creatively, using language to explore and make sense of their experiences. Children need to be secure in basic skills in writing, so they are fluent writers able to keep up with the demands of secondary school. We know that they need knowledge of a range of authors and texts, which are key to developing their cultural capital. Our children develop a love of reading and a love of books which will serve them for the rest of their lives.

Implementation

Children are exposed to quality texts across the curriculum, chosen carefully by teachers to engage and inspire their class. Focused reading and writing lessons take place daily, which are planned carefully from National Curriculum objectives. Teachers seek out meaningful opportunities for children to practice their language skills – from writing to politicians, to writing stories for younger children – for all children to be inspired to write. Children's final work is celebrated and presented in creative ways. We celebrate English through whole-school events such as National Poetry Day and [World Book Day](#). We provide children with opportunities to develop their public speaking skills through performances such as [school plays](#) and class assemblies, and older children are given opportunities such as giving school tours to prospective parents.

Impact

Impact on pupil learning is measured through daily formative assessment against learning objectives (Clive Davis' notasweknowit@ targets for all areas of the English curriculum), which teachers use throughout the year to monitor children's progress. Summative assessment (through PIRA or SATS papers) is used at the end of each term, formally recorded through Integris, with the data being analysed by the English Lead. Through pupil voice, monitoring and moderation, we are confident that children leave St Andrew's reading to learn, loving to read and able to express themselves competently, verbally and in written form.



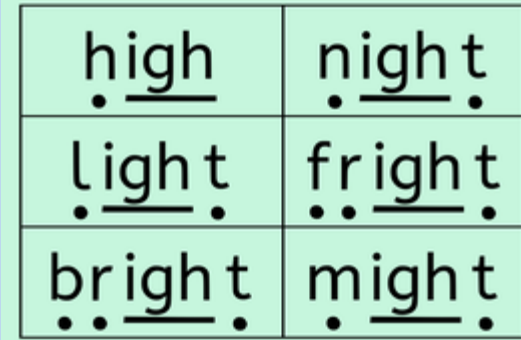
Curriculum subjects – Learning to Read



St Andrew's Church of England Primary School

Intent

All children, regardless of their starting points, should learn to read with an appropriate level of fluency by the end of Year 2, ready for the higher reading demands across the curriculum in KS2. Children should be enthused and motivated to learn to read. They must feel confident in their progress and develop positive attitudes towards books and their ability to read them. This is achieved through a structured and systematic acquisition of grapheme knowledge, alongside phonemic skills progression in blending and segmenting.



Implementation

We use Ruth Miskin's RWI phonics program from Reception through to Year 2. Long term plans are in place to ensure a swift start and continued pace through the phonics curriculum. Whole class phonics teaching takes place daily. Reception children learn to read sentences and phrases using the RWI "Ditties". From Reception summer term, children are grouped by phonics attainment and read an appropriately levelled RWI book daily in small groups. Further 1:1 reading with reading volunteers or teaching assistants takes place weekly for all children, and more regularly for children at risk of not meeting age-related expectations at the end of the year. Home reading is supported through the use of a Book Band system, and home reading is monitored through Reading Record books. Focused interventions take place for individuals whose word recognition processes are progressing slowly.

Impact

All phonics lessons contain opportunity for formative assessment for single word reading. In RWI lessons teacher are able to assess children's reading fluency and understanding when reading books. RWI assessment is undertaken 4 times a year (September, and then at the end of each term) for Reception – Year 2. A PERA test is taken termly in Year 1 and a PIRA/SATS test in Year 2, which inform a teacher assessment. Teacher assessment is recorded in INTEGRIS termly and analysed by the English Lead. End-of-year teacher assessment is informed by the statutory Phonics Check and KS1 SATs paper. A child's reading ability is clearly understood by the teacher.

Curriculum subjects – Reading to Learn

Intent

Children should become fluent, confident readers, able to draw on a range of skills to draw meaning from texts, including making inferences, summarising and identifying key points. They should have an appreciation for a range of genres and styles of writing and be able to articulate their opinions on different texts. They must have opportunities to practice and develop their skills across the curriculum. Our aim is for children to read for pleasure and actively pursue books and reading in their own time.



Implementation

In KS2, children receive daily comprehension lessons, which may take the form of a “reading carousel” or be a whole class reading lesson. An outline of Reading Carousel activities can be found in the school's Reading Policy. Teachers plan their reading lessons using the National Curriculum and Clive Davis’ notasweknowit@ learning objectives. Reading across the curriculum is encouraged through books kept in dedicated Topic boxes. Each class has a well-stocked and attractively displayed book corner with age-appropriate books and other reading materials (newspaper and magazines) for children to browse and spend time in. We have a well-stocked library with a dedicated librarian. Children are regularly read to as well as being expected to read. The end-of day story time is integral to our teaching of comprehension skills.

Impact

In reading sessions, teachers use verbal questioning of children to assess their understanding of a text. Teachers use notasweknowit@ reading targets to measure progress against age-related expectations. Beginning in Year 2 children will have Reading Folders, where their written responses to reading are recorded. In UKS2 children will have class books for recording their responses to reading activities, and longer responses and analysis are expected. In KS2 teachers use PIRA tests termly to inform their teacher judgments, which are recorded in INTEGRIS and analysed by the English Lead; in Year 6 SATs papers are used. Children leave St Andrew’s being active learners through their ability to read.

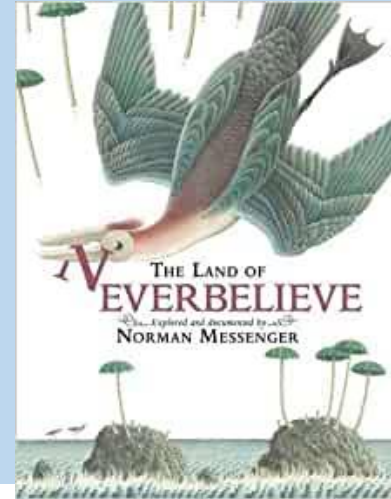
Curriculum subjects – Writing Composition



St Andrew's Church of England Primary School

Intent

At St Andrew's we believe our curriculum should allow children to enjoy expressing themselves in writing, both fiction and non-fiction; they should understand why writing is a relevant skill for them and how they will need it in the future. Children should develop broad vocabularies which they use actively in their writing. They should develop confidence in their writing and be able to write for a variety of purposes. All children should be able to communicate their thoughts clearly and should learn to write with a level of sophistication (manipulating grammar and language to achieve an effect). Children should understand the whole writing process, from exposure to quality models of writing, through vocabulary development and planning, to drafting and editing their work.

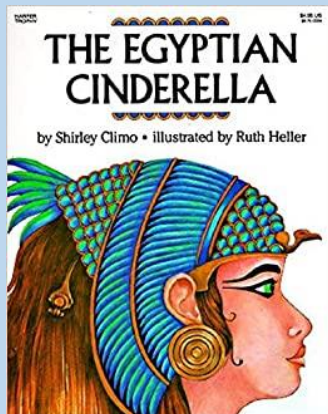


Implementation

In KS1, teachers follow the [RWI Get Writing program](#), which ensures each child develops the basic skills of writing whilst writing for a range of purposes and audiences. Opportunities for further writing in KS1 are fundamental to our high-quality continuous provision, where a range of stimuli and purposes inspire and enthuse children. In KS2, from each year group's long-term plans, which have been written by SLT and ensure coverage of the national curriculum, teachers develop their medium-term planning. This breaks each term into "units" where children will work towards a final piece of writing. Teachers may choose how to deliver the grammar and composition objectives outlined in [the year's LTP](#) (e.g. storytelling, modelled writing, drama) using quality models and texts as a starting point, which are chosen for their relevance to the term's topic, level of challenge and interest. These text choices are reviewed biennially to ensure diversity.

Impact

To measure impact, teachers use the Clive Davis notasweknowit@ targets in English books or extended write folders to record ongoing assessment against year group objectives as outlined in the National Curriculum. Each end of unit piece of writing is collated in an Extended Write folder and assessed against a list of key end-of-year writing descriptors. Writing is moderated regularly in Phase Meetings prior to the finalisation of teacher assessment, which is recorded in INTEGRIS and analysed by the English Lead. Children leave St Andrew's able to write in a variety of genres, recognising the appropriate language, grammar and structures to use, and able to communicate their thoughts in written form.



Curriculum subjects – Transcription

Intent

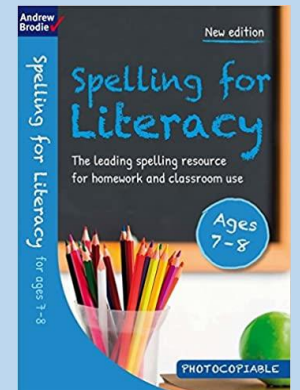
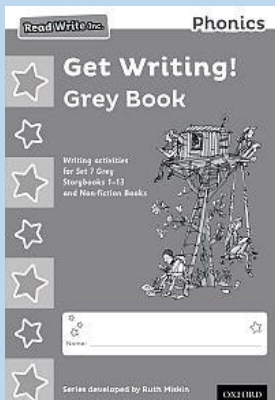
Grammar lays the groundwork for effective communication. Improper grammar can affect the meaning and clarity of an intended message and our curriculum expects that children will learn to write with grammatical accuracy. By the time children leave at the end of KS2, they should have strong transcription skills which allow them to write fluently and legibly at speed and keep up with the demands of Secondary School.

Implementation

In KS1 children follow the RWI Get Writing! Program. This introduces the KS1 spelling, grammar and punctuation contextually and systematically, as appropriate for children's level of attainment. Spelling is taught discretely from Year 2 to Year 6. In KS2, Andrew Brodie's Spelling for Literacy provides guidance and resources for teachers in order to ensure the National Curriculum appendix is covered. The website Spelling Frame is used from Year 2 – Year 6 to support spelling at home. In Reception, handwriting is taught within phonics lessons. In KS1 handwriting is taught discretely, using our long-term plan for letter formation and joining strokes. We use the RWI handwriting phrases to help young children remember the formation of each letter. Handwriting continues to be practiced regularly throughout LKS2 and is addressed as an intervention as needed in UKS2. The teaching of grammar is woven into teaching units, relevant to the genre or style of writing being taught (e.g. passive voice is introduced when learning to write a formal notice). In KS2, SPAG.com is used to consolidate grammar taught in class.

Impact

Handwriting is assessed through work in English books, Extended Write folders (where best writing is expected) and Topic books (for fluency and automaticity). Weekly spelling tests allow teachers to assess specific spelling patterns and The Single Word Spelling Test is used at the end of each term to obtain a spelling age and identify gaps. Grammar is assessed in English lessons against specific learning objectives. We use [SPAG.com](https://www.spag.com) and NFER SPAG tests to inform our termly writing teacher assessment, which is recorded in INTEGRIS and analysed by the English Lead.



Curriculum subjects - Maths

Intent

Mathematics is a vital part of the curriculum: an understanding of basic numbers is considered essential. Our aim is that each child will become confident and competent in dealing with numbers, understanding place value, measurements, data handling, shape and space. We support the development of mathematical understanding through a wide range of teaching strategies. The daily numeracy lesson involves oral work, to secure reasoning, mental calculations, practical activities, teaching of new concepts or consolidation of those already begun.

Implementation

Long term planning using the National Curriculum objectives, is approached through [White Rose](#) planning to build and secure the basic numeracy skills and develop mastery. The calculation policy ([addition & subtraction](#) and [multiplication & division](#)) further enables consistency in models and methods, creating a coherent and well-sequenced plan for delivering Maths.

Teachers ensure that practical application of Mathematical skills is brought into different spheres of learning (outdoors for PE, measuring in Science, statistics on the computers or within continuous provision in EYFS and KS1), alongside deep learning weeks using real-Maths in action (e.g. [Sustainability](#) week and Big Science). The use of manipulatives, different concrete and pictorial models, and practical Maths, ensures progress towards understanding the abstract and enables access for all.

Opportunities are sought out of school, for [competitions](#) and workshops, for pupils to further apply problem solving and reasoning skills. [Doodle Maths](#) is used across the school, to encourage an online personalised daily opportunity to rehearse and practise Mathematical skills.

Impact

Impact on pupil learning is measured through daily formative assessment against learning objectives (Clive Davis' notasweknowit@ targets for all areas of the Maths curriculum), which teachers use throughout the year to monitor children's progress. Summative assessment (through PUMA or SATS papers) is used at the end of each term, formally recorded through Integris, with the data being analysed by the Maths Lead. Through pupil voice, monitoring and moderation, we are confident that children leave St Andrew's with reasoning, problem solving and fluency in Mathematics.



St Andrew's Church of England Primary School



Click on photo to see examples of our Maths lessons

Curriculum subjects - Science

Intent

At St Andrew's, we believe that Science can be used to foster a sense of curiosity in our children. A wonder, knowledge and understanding of the world and environment is embedded in the teaching of Science. We aim to make Science engaging, with an emphasis placed on thinking and doing through talk and activity.

Implementation

Pupils are taught the National Curriculum knowledge requirements through engaging activities and practical investigations. Within the long term planning, Science can be either taught as a standalone topic or linked to other subjects, such as Maths, Geography, ICT and History, in our topic-based approach. All pupils are taught knowledge, methods, processes and uses of Science, as set out in [Medium term plans](#). Progression in skills for working scientifically, with increasing independence and confidence in practical activities, is also set out within the Medium term plans. Our participation in the annual [Big Science](#) enables a whole school focus on the skills for working scientifically; other deep learning weeks planned into the year also give an opportunity for Scientific skills to be developed, for example our STEM week. At St Andrew's, we are fortunate to have a large proportion of parents with scientific backgrounds and jobs; visits and visitors are regularly arranged to enhance the Science curriculum and to promote future aspirations among the pupils.

Impact

Pre-existing knowledge tests at the start of units are used to assess the progress in knowledge of pupils. Impact on pupil learning is measured through Science lessons, offering opportunity for formative assessment, as pupils explore, learn and express their understanding and teachers encourage reasoning and address misconceptions. Summative assessment through the Big Science event provides evidence of progress of working scientifically, from Reception to Year 6, with termly teacher assessment recorded in our assessment subjects document, monitored by the Science lead, who assesses at the end of KS2. Parents are informed through an end of year report. Through pupil voice, observation and monitoring, we are confident that St Andrew's pupils can engage scientifically and have embedded scientific knowledge.



St Andrew's Church of England Primary School



Click on photo to see examples of our Science lessons

Curriculum subjects – P.E.

Intent

At St Andrew's, we believe that enabling our children to become physically literate, confident sports people is vital in supporting them through their education, but also throughout their lives as happy and healthy individuals who lead active lives. Our delivery of two hours of quality PE, in addition to whole school sports events throughout the year, is aimed at ensuring children are physically active for sustained periods of time, to develop fitness whilst developing the core physical skills such as balance, coordination and agility. We aspire to support and encourage our children in developing positive attitudes towards physical activity, doing so through ensuring that successes in sporting values such as teamwork, perseverance and responsibility are celebrated and encouraged.

Implementation

Click on photo to see examples of our PE provision



The National Curriculum shapes teaching and learning of PE across our school, which we enhance through strong break time, lunch time and extra-curricular activities, which give children further opportunity to develop a love of physical activity. Our PE provision begins in EYFS, where we have a balance of free play and planned adult focus sessions that aim to develop children's confidence, control and coordination in both large and small scale movements. Across KS1 and KS2, each year group covers units of work using the '[Real PE](#)' framework, in addition to dance, gymnastics, games and swimming. Real PE centres around fundamental skills in PE: social, cognitive, physical, personal, health & fitness and creative. Teachers work with specialist coaches to continually develop practice, for example hockey in Year 5 & 6. Our enhanced swimming programme takes place in Year 3, with catch up sessions in the summer for children in Year 4 – 6 who have not yet demonstrated the curriculum requirements; [forest school](#) gives outdoor experience and exercise in Year 1; residential trips in Year 4 and [Year 6](#) give opportunity for outdoor adventure. In addition, across the academic year, internal events are held to develop and celebrate sporting success, such as Multi-skills and a biannual Health Week, and external events such as matches with local schools and the Headington school partnership sports event.

Impact

As a result of our PE provision, over 90% of children in St Andrew's leave with the skill to swim at least 25 metres competently and confidently; our children are physically active; each child receives two hours of physical education each week. Beyond our teaching of physical education, we pride ourselves in the breadth of opportunities for extra-curricular sport, which inspires over 70% of our children to be either moderately or vigorously physically active for over an hour every day of the week. Our commitment to this curriculum area has meant an accreditation from the [Association for Physical Education](#) (2019), for consistently demonstrating good commitment to improvement in physical education, school sport and physical activity within our school.

Curriculum subjects – Religious Education

Intent

As a Church of England School, our approach to Religious Education (RE) is built on our school Christian vision, recognising that 'Everyone is different, everyone is special'; we believe that high-quality Religious Education will help to impart a life-long desire to properly understand a child's own and others' practices and beliefs. As a wonderfully diverse and multi-cultural setting for our pupils, we strive to impart the importance of grasping the inward motivation and conviction of an individual's outward practices, therefore growing a deeper desire to tolerate and appreciate the differences of those around them.



Implementation

To ensure breadth of study and good development of key skills, we chose to use the Oxfordshire RE scheme, which uses an engage, enquire, evaluate and reflect model of teaching. When teaching our Christianity units, the '[Understanding Christianity](#)' resources are fed in, to support a grasp of the overarching 'Big Story' of the Bible and to encourage deeper understanding at a text level, helping to make connections with real life and understand the impact this has on individuals and communities. Through RE lessons, pupils are taught to value their own and others' thoughts and convictions, encouraging sensitive class discussion of similar and differing view points. These skills are further developed in, and overlap with, circle time and collective worship activities. Development of knowledge planners are referred to and may have interactive elements to re-enforce particular knowledge. We endeavour to practice and develop key skills across the Key Stages as children learn to enquire, investigate, interpret and discuss the subject matter sensitively and affectively.

Impact

Knowledge and understanding is reviewed using the big question, key words and sometimes knowledge planners. Regular marking allows areas of progress and understanding to be noted by the teacher and pupils to see their work is valued, with possible improvements suggested if appropriate. Termly assessment of subjects is carried out, where children are assessed against the main objectives for that topic (intent and balance in the RE scheme of work documents), with an end of year report including an assessed level at working below, working towards, expected or exceeding age-appropriate level. Children leave St Andrew's understanding how the school's values are founded in the Christian ethos of the school, that their beliefs and values are important and that others' beliefs and values should also be respected.

Curriculum subjects - History

Intent

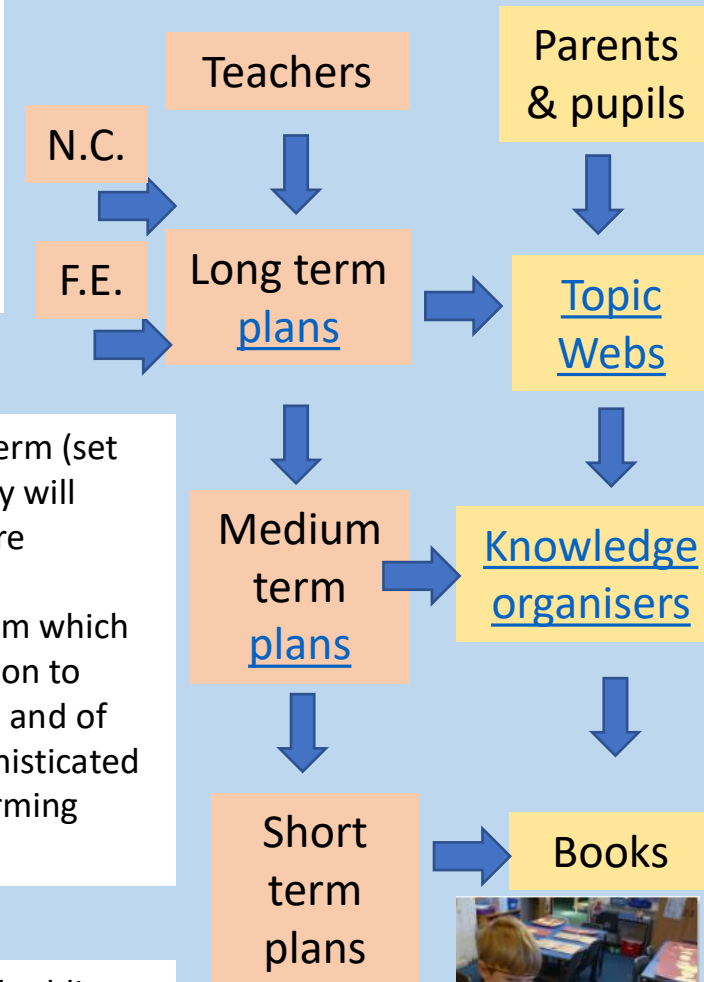
At St Andrew's we aim to provide rich and varied experiences in order to capture children's enthusiasm for history. We seek to represent diversity across all areas of study and teach history which is relevant to pupils' heritages, cultures, interests, values, beliefs and sense of identity, so that children can understand the diverse and intertwined histories of all peoples of Britain, past and present. Historical enquiry is used to foster curiosity and historical thinking skills, developing children's ability to consider, reflect on and review events of the past. We recognise and value the importance of historical narrative in teaching, both of events and personal experiences, allowing children to gain a deeper understanding of historical perspective.

Implementation

Topic-based learning at St Andrew's means that some history topics will form the main theme of learning through a term (set out in long and medium term plans and presented as topic webs to pupils and parents); at other times, links to history will be explored through a different subject e.g. a famous artist in Art week. Teachers seek creative, interactive ways to inspire children in their history learning. Teachers understand that a depth of knowledge and understanding is required as a prerequisite to explanation or analysis; the use of knowledge organisers establishes a secure knowledge of events from which connections can be made. We use the examination of historical artefacts and primary/secondary sources of information to investigate a time, a person or theme. In each key stage, children are given the opportunity to visit sites that are local and of historical significance. Children are taught to communicate their acquired historical knowledge in an increasingly sophisticated way as they progress through the school, including [presentation of work](#) for different audiences (for example transforming classrooms into museums or presenting learning for a class assembly).

Impact

Assessment of knowledge and skills is carried out termly, supported by pupil voice and book looks to monitor the embedding of knowledge and skills. Knowledge organisers are used to establish a secure knowledge of events; Focus Education questions and key vocabulary used to ensure progression of skills and knowledge; an end of year report includes an assessed level at working below, working towards, expected or exceeding age-appropriate level. A St Andrew's child is curious about the past, has a critical enquiring mind and has an understanding of chronology when talking about events or people in the past.



Click on the icons to see examples of the above



Curriculum subjects - Geography

Intent

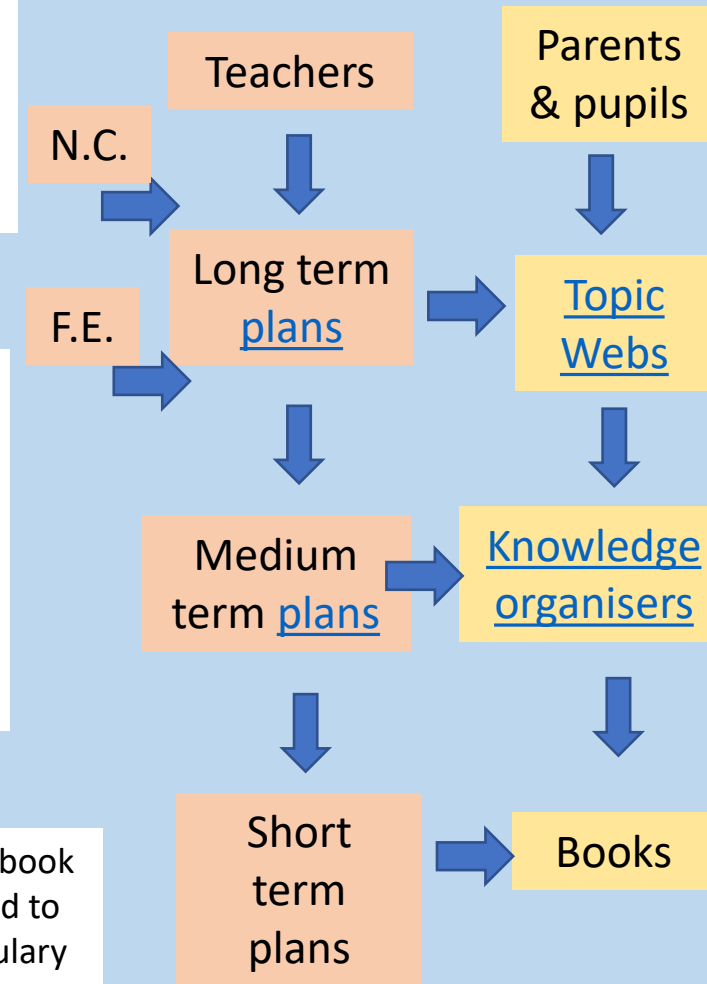
At St Andrew's we aim to make Geography engaging and interactive, as we seek to develop critical thinking skills about the world and how it works. As a school, we believe that it is important to broaden children's views of the world, enabling them to understand and explore geographical features, different physical and human elements. We strive to equip children with skills so that they can investigate, understand and explore our changing world and can aspire to behave responsibly in their place in the world.

Implementation

Geography is planned into long term plans, through a topic-based approach. Geographical knowledge and skills can be revisited through the school year within the context of studying a historical people group or habitats in Science, for example. The progression of skills and knowledge is carefully laid out in medium term plans, using Focus Education skill-based questions and incorporating vocabulary to embed knowledge. Accessing the local environment for walks and study, creating links with local community and shops and developing links through the school community to the wider connections across the world, means that understanding is deepened and purposeful. Further enrichment of geographical knowledge and skills come through deep learning weeks, such as Fairtrade week or sustainability week.

Impact

Assessment of knowledge and skills is carried out termly, supported by pupil voice and book looks to monitor the embedding of knowledge and skills. Knowledge organisers are used to establish a secure knowledge of events, with Focus Education questions and key vocabulary (recorded in medium term plans) used to ensure progression of skills and knowledge from year to year. An end of year report includes an assessed level at working below, working towards, expected or exceeding age-appropriate level. Children in St Andrew's are aware of their part in preserving the environment, living sustainably and being a global citizen.



Click on the icons to see examples of the above

Curriculum subjects – ICT

Intent

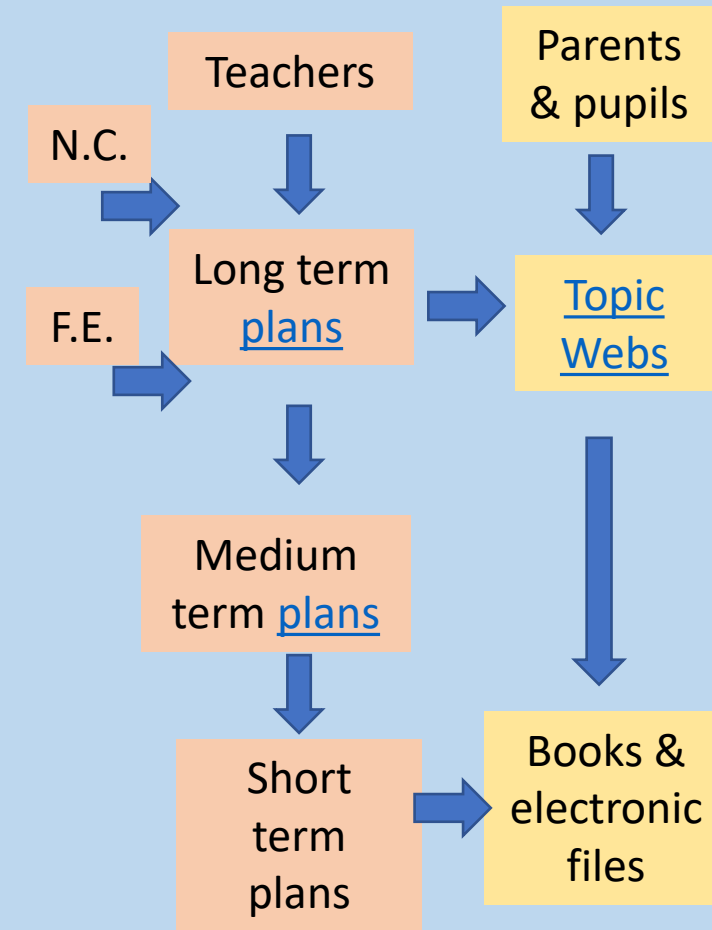
At St Andrew's Primary School, we believe that computing and the use of ICT plays a key role in the education of all children. We aim to give each pupil the opportunity to apply and develop their technological understanding and skills across a wide range of lessons, situations and tasks; we aim to make computing an engaging and challenging learning experience. As a school we believe it is important to keep up to date with the technological changes that go on in the world. Our aim is to give children the skills that will allow them to thrive in the modern world.

Implementation

Our Topic-led curriculum allows children to engage with the National Curriculum objectives in a range of ways, using a variety of tools including chrome books, laptops, desktop computers and digital media. Children's learning is carefully planned, through long term and medium-term plans, ensuring that knowledge and skills are taught at an appropriate age and are built on each term and year e.g. from use of BeeBots in Early Years and other physical devices to create and execute simple algorithms, to writing and debugging more complex algorithms using physical devices and coding software in KS1, to using software to write their own computer programmes in KS2. Children are taught how to develop a confident and safe approach to computing and the use of ICT, with a particular emphasis upon e-safety and anti-cyberbullying. We recognise that children will have widely differing ICT abilities and provide suitable learning opportunities for all, by matching the challenge of the task to the ability and experience of the child. Within the staff, there is in-service training from our ICT support as well as a Microsoft teacher expert, to ensure [software packages are used to their full learning potential for pupils](#).

Impact

ICT lessons and use of chrome books in classes allow teachers formative assessment opportunities. Termly assessment of subjects is carried out, where children are assessed against the main objectives for computing, with an end of year report including an assessed level at working below, working towards, expected or exceeding age-appropriate level. Children leave St Andrew's understanding how to use technology safely, to communicate in a variety of ways and to present research appropriately.



Click on the icons to see examples of the above



Curriculum subjects – Art & Design

Intent

We believe that Art should engage and inspire from the youngest to the oldest at St Andrew's Primary School. Using the rich local resources to enhance our teaching of art, we also engage in local events to enable children the rich experiences of art in the world around them.

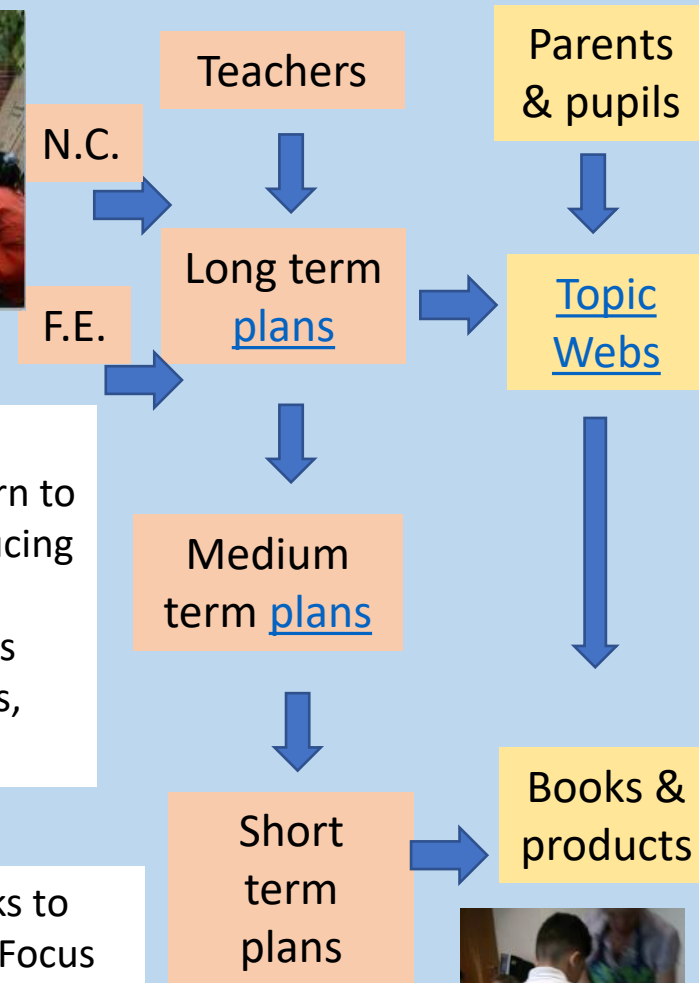


Implementation

Topic-based planning to develop long and medium-term plans, ensure progress of skills and knowledge from Early Years through to KS1 and KS2. The planning process is taught from a young age, as pupils learn to use colour, materials and medium through experimentation in sketch books and on paper, before producing a final piece. Visual arts taught include the use of a variety of mediums: sketching, painting, printing, sculpting, collage, textiles, photography and graphic manipulation, all skills developed through the Focus Education document. Visits to galleries, workshops, visiting local artists (including parents) inspire pupils, with the bi-annual arts week exhibition serving the raise the status of children's art within school.

Impact

Assessment of knowledge and skills is carried out termly, supported by pupil voice and sketch book looks to monitor the embedding of knowledge and skills. Key vocabulary (recorded in medium term plans) with Focus Education questions are used to ensure progression of skills and knowledge from year to year. An end of year report includes an assessed level at working below, working towards, expected or exceeding age-appropriate level. Children use their knowledge, alongside developing skills, to express themselves creatively through art; as a whole school, we have an Arts Award, which is currently being updated.



Click on the icons to see examples of the above



Curriculum subjects – Design & Technology

Intent

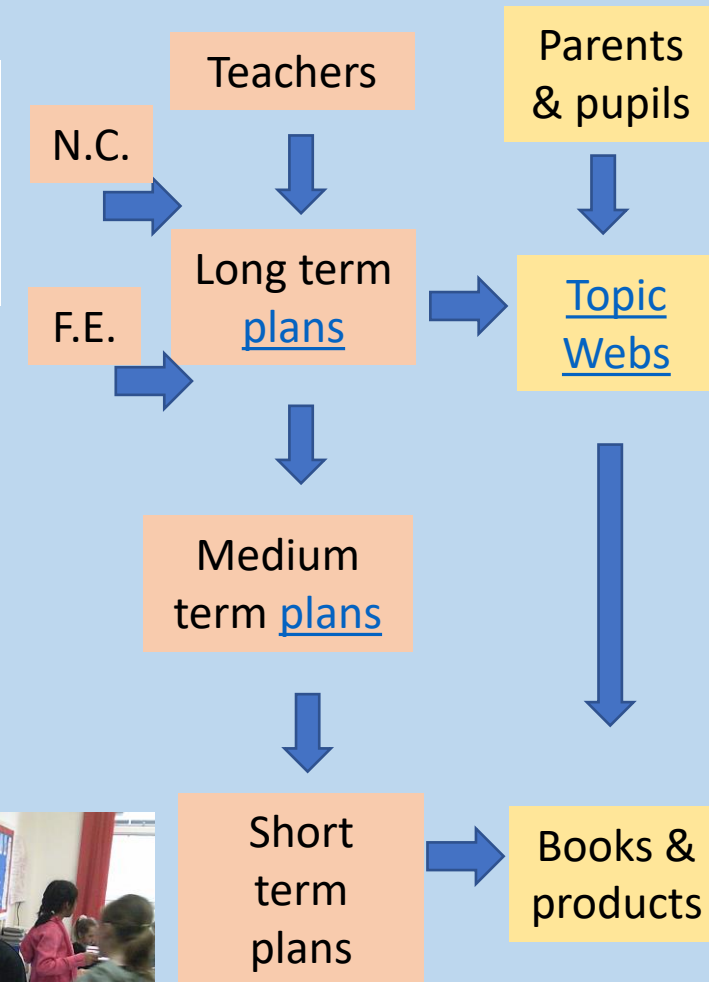
At St Andrew's, we feel it is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we live. We strive to develop the technical and practical expertise needed for children to participate successfully in an increasingly technological world. Across the school, children use creativity and imagination to design and make products within a variety of engaging contexts. At St Andrew's we endeavour to support children to become problem solvers who are not afraid to take risks.

Implementation

Teachers create long term plans from the National Curriculum, using our Focus Education document to ensure breadth of coverage and progression. Whilst some areas will be covered with a focus on developing technical knowledge and skills, we use The [Design Technology's Association's Project on a Page scheme](#) of work to ensure all children regularly (2/3 times a year) complete the full process from exploring designs and real-life models to planning, creating and evaluating their own project. We have a school subscription to the D&T Association which gives teachers access to resources and CPD to support the effective delivery of the curriculum.

Impact

Assessment of knowledge and skills is carried out termly, supported by pupil voice and products to monitor the embedding of knowledge and skills. Project based knowledge organisers are used to establish a secure knowledge of events, with Focus Education questions and key vocabulary (recorded in medium term plans) used to ensure progression of skills and knowledge from year to year. An end of year report includes an assessed level at working below, working towards, expected or exceeding age-appropriate level. Children leave St Andrew's curious of how things work, taking risks in their designs and creations, able to evaluate critically and proud of what they achieve.



Click on the icons to see examples of the above

Curriculum subjects – Music



St Andrew's Church of England Primary School

Click on photo to see examples of our Music provision

Intent

At St Andrew's Primary School, we pride ourselves on offering quality and wide-ranging musical experiences for all our children. Music is a universal language that embodies one of the highest forms of creativity; it can be easily accessed and enjoyed by anyone, regardless of language and special need. We believe that high quality music experiences will engage and inspire pupils to develop a love of music that we hope will be lifelong, supporting increased self-confidence, creativity and sense of achievement. We are committed to fostering a love of music and also ensuring progression as a musician.

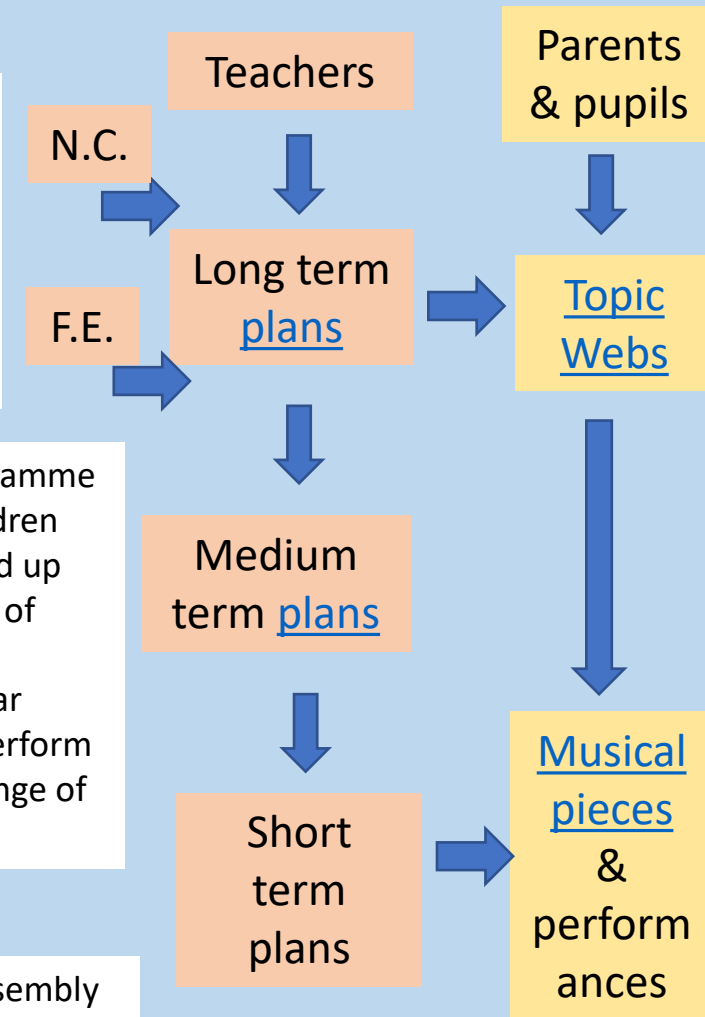


Implementation

Music is taught explicitly in each year group, either by the class teacher or by specialist staff, using the [Charanga](#) programme of study to ensure coverage, progression and continuity of the National Curriculum objectives. We ensure that all children can access music by incorporating Makaton into singing assemblies and singing repetitive, fun songs that can be picked up regardless of language development and, as a child's skill progresses, they have opportunities to sing and play a range of music within ensembles. Our curriculum is supplemented by whole school events, visits to school by music students, attendance at local concerts and involvement in country wide music performances. There is a wealth of extra-curricular music on offer at St Andrew's including string, woodwind, guitar, percussion and piano lessons, a full orchestra who perform regularly at school events in both school and church, [Gamelan groups](#) and a school choir. Children are exposed to a range of high-quality music played (live and recorded) by professional musicians in assemblies, music lesson and at concerts.

Impact

Children are confident to participate in large or small group ensemble singing, as well as individual pieces, through assembly or play opportunities. A large number of St Andrew's pupils play musical instruments and receive tuition for this, alongside all children learning basic musical terms. Examples of musical pieces are kept, parents attend performances and the end of year reports assess pupils as working below, working towards, expected or exceeding age-appropriate levels.



Click on the icons to see examples of the above

Curriculum subjects – MFL



St Andrew's Church of England Primary School

Intent

At St Andrew's our aim is for children to feel confident in interacting in a second language, developing confidence in conversing and communicating. We aim to create 'real life' experiences and opportunities to use and develop their verbal and written communication skills.

Click on photo to see examples of our French provision

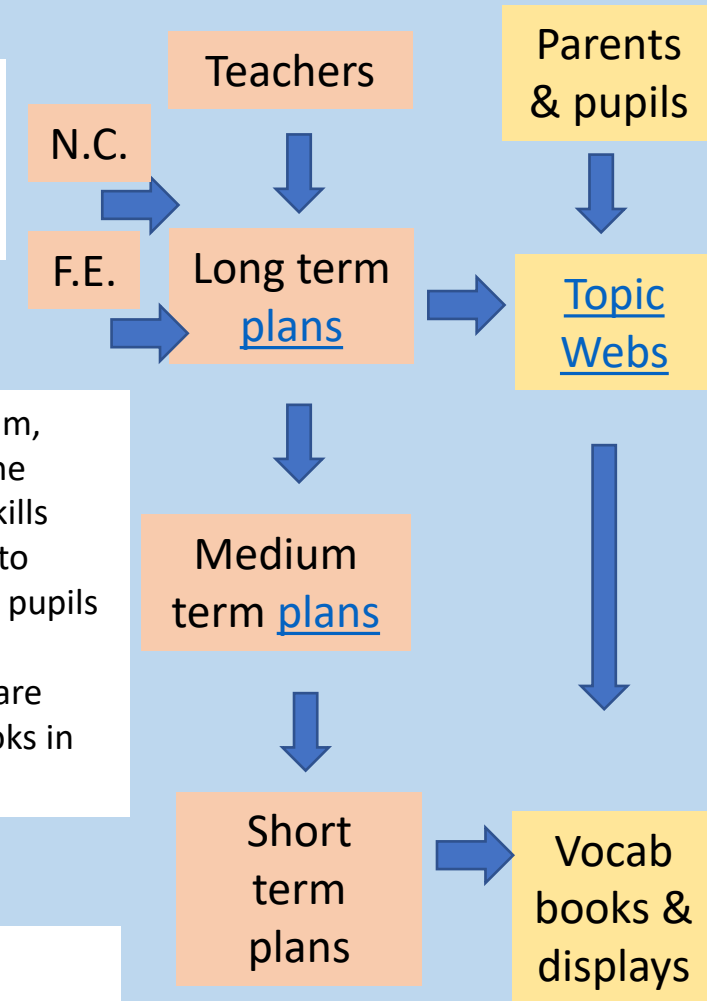


Implementation

In Key Stage 2, we teach French as a Modern Foreign Language, using the skill-set of teachers delivering this curriculum, alongside creating a smoother transition to our main Secondary school feeder school, which teaches French. Using the programme 'Le Jolie Ronde', the long term and medium-term plans develop from this, ensuring that progression of skills and knowledge are embedded and coverage of the National Curriculum is enabled. Children are given opportunities to share and perform, through special French mornings or a French café, to make the experience more real. In addition, pupils in different year groups share their 'expertise' with older children 'teaching' younger children counting in French, for example. As well as French being the main language delivered through the curriculum, parents are encouraged to share their language expertise (given the wider community context) and experiences through World Book Day (sharing books in different language) and International Day. In addition, some extra clubs of Latin and French are offered after school.

Impact

Assessment of knowledge and skills is carried out termly, supported by pupil voice and French vocabulary books, to monitor the embedding of knowledge and skills. Key vocabulary (recorded in medium term plans) with Focus Education questions are used to ensure progression of skills and knowledge from year to year. An end of year report includes an assessed level at working below, working towards, expected or exceeding age-appropriate level. Children leave St Andrew's assured of their ability to transition into Secondary School language learning.



Click on the icons to see examples of the above

Deep Learning Weeks

Intent

Our themed deep learning weeks and celebration days bring the whole school community together to work on a shared topic or outcome. They provide enrichment beyond the statutory curriculum with meaningful activities, inspiring visitors and creative learning opportunities. These weeks allow holistic learning through collaborative approaches, which make for memorable experiences for children. As an Oxford school, we have access to world-class museums and galleries; educational links to outstanding schools and universities; and centuries of history. Our themed weeks allow us to take advantage of our privileged location to inspire and engage our children.

Implementation

At St Andrew's we hold 2 – 3 deep learning weeks per school year, along with days of celebration such as National Poetry Day, World Book Day and our Festival of Faith, which allows children to investigate a key question from the perspective of a religion of their choice. We rotate our subject areas for deep learning weeks in order to allow all curriculum areas to receive focus. In recent years we have had [STEM](#), [History](#), [Geography](#) and Election deep learning weeks. For the [School's 125th Anniversary](#), we held a Victorian Day. We consider the [Arts](#) to be fundamental to children's cultural engagement and personal development and, as such, the Arts are woven into each deep learning week, but also have their own festival biannually (latest summer 2022). We know that the mental health and well-being of our children is critical to success in school and in life, and so, along with "multi-skills" mornings, a Health Week is held biannually. Deep learning weeks are planned by a lead teacher with input from a variety of stakeholders, including children from across the school age-range, to encourage engagement and creativity in their planning.



Impact

In order to evaluate the effectiveness of our Deep Learning weeks, we ensure opportunities to gather pupil and parent voice. We arrange governor visits which are fed back to the governing body. We allow time in Phase Meetings for staff discussion and evaluation following each deep learning week. Children recount experiences from these weeks with passion and excitement related to their learning.



Beyond the curriculum



Intent

At St Andrew's we believe that an enriched curriculum, using the cultural capital of the local context of Oxford and the community of which we are a part, enhances the experiences, opportunities and aspirations of our pupils. Our topic-based approach enables links to be made to the University, Hospitals and Museums which are on our doorstep, the expertise of our parent-body and our link to St Andrew's church and the local Headington community. We want pupils to be community-minded, well-informed, exposed to a range of experiences and see themselves as able to have an impact in society as a whole.

Implementation

As a Church of England school, our links to St Andrew's Church are key in providing the focus of the key events of the Christian year, such as Harvest, Christmas and Easter services, as well as whole national days, such as Remembrance Day. Father Darren leads a weekly collective worship within school, as well as supporting events such as Prayer week and RE Inspired events. Children (in KS1 and in KS2 nature groups) participate in [Forest School](#). When planning topics, teachers organise relevant trips, such as to the [Natural History Museum](#), the [History of Science Museum](#), the Oxford University Press or the [Castle](#). In addition, teachers actively seek involvement in local events, such as the [Oxford Light Festival](#) (making lanterns) or [Christingles](#) at Christ Church College; local artists are invited in to support creative learning; parents with specific and relevant knowledge are asked to share their experiences; links with local private schools enable opportunities for meeting authors or taking part in festivals. Aspirational events are attended at the Oxford Colleges or local private or state Secondary Schools; opportunities in the local community shops, for example Fairtrade week, are sought out; the hospital and local services enable children the opportunity to develop their life-saving skills, through Citizenship and the [IMP](#) programmes. Our parent teacher association ([SASA](#)) is key in supporting whole school events, such as World Book Day, and planning extra community events, such as our Christmas Fair. In addition to these wider opportunities, pupils at St Andrew's have two residential visits – one in Year 4 (history curriculum focused) and in Year 6 (outdoor adventure and team skill focused), to which every child is encouraged to attend and supported financially when necessary.

Impact

In order to evaluate the effectiveness of our beyond the curriculum opportunities, we ensure opportunities to gather pupil and parent voice. We arrange governor visits which are fed back to the governing body. We allow time in Phase Meetings for staff discussion and evaluation following trips, visits and visitors to ensure these enriching opportunities are well-used, relevantly managed and provide a positive impact on learning for our pupils. Pupils leave St Andrew's enriched, inquisitive and aspirational.



Extra-curriculum

Intent

At St Andrew's we believe that extending wider opportunities to all our pupils, provides children opportunities to explore new areas of learning and develop abilities and interests which might otherwise have been missed, whether that is sporting, musical or drama-based. We also believe that the community of St Andrew's is developed through encouraging parental involvement, with pupil learning enhanced by positive home school links; therefore, parents running clubs or being involved in listening to children reading or supporting a whole school event is actively encouraged.

Implementation

[Music](#) has traditionally played an important part in St Andrew's, with a school orchestra and choir being part of the weekly clubs on offer. In addition to private music lessons, St Andrew's is unique in have a gamelan onsite and a gamelan club run, where children of all or no musical backgrounds, are able to participate and experience ensemble performance. Involvement in the Festival of Voices and Big Christmas Sing, give pupils further opportunity for choral singing.

[Sports](#) are another aspect of extra-curricular provision: hockey club, football clubs, lacrosse, judo club, multi-sport clubs run after school; the playtimes are carefully organised to enrich the active physical learning of our pupils. Children participate in Headington partnership events, hockey or football tournaments, special Boccia games, cross country tournaments and events such as the Oxford Half Marathon. Our aim is for every child to be able to represent the school in an external competition or event.

In addition to music and sport, other clubs are offered, according to teacher ability, pupil demand or older pupils taking the lead to set up a club for younger pupils: language (French and Latin) clubs; Maths clubs; Read and Run club; book clubs; dance or fitness clubs; chess club; gardening club. Older pupils are encouraged to take a lead in suggesting a club, before advertising and running the club.

Impact

In order to evaluate the effectiveness of our extra-curriculum opportunities, we gather pupil and parent voice. We arrange governor visits which are fed back to the governing body. With the feedback from pupils, we are able to establish where there is need and demand for alternative clubs and which clubs are successful in terms of pupil commitment, enjoyment and benefit. Pupils are able to discover new talents and interests, developing confidence and personal achievement.

