



Oaklands School

Curriculum Policy

Main School and EYFS

Introduction

- The School's curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the School organises in order to enrich the children's experience.
- It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge, skills and understanding, in order to achieve their true potential and to establish the building blocks for secondary education. We aim to teach the children how to study in order to help them become confident, self-disciplined individuals, capable of engaging in a lifelong process of learning.
- Our curriculum aims to promote not only the children's intellectual development, but also their social, moral, spiritual, cultural and emotional development. It is a continually developing area of everyday school life.
- We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity and logical thinking in our children, and to help them become independent learners. Above all, we believe in making learning fun.
- We plan our curriculum to challenge the children, to engage them in practical activities and to provide them with opportunities for co-operative learning.
- We acknowledge the need to continually review our current programmes of study to provide flexibility to meet the pupils' individual needs and to build on their prior learning.

Application

The school has developed a curriculum that is supported by appropriate plans and schemes of work and which:

- takes into account the ages, aptitudes and needs of all the pupils, including those pupils with an EHC Plan, and
- that does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school's curriculum provides for:

- full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- pupils' acquisition of speaking, listening, literacy and numeracy skills.
- personal, social, health and economic education (PSHEE) which:

- reflects the school's aims and ethos
- encourages respect for other people paying particular regard to the protected characteristics as set out in the 2010 Act
- pupils below compulsory school age to access a programme of activities that is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
- pupils above compulsory school age to access a programme of activities that is appropriate to their needs.
- all pupils to have the opportunity to learn and make progress.
- effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

As part of its PSHEE programme, including through the Jigsaw scheme of work, the school promotes pupils' mental health and emotional wellbeing. See the Jigsaw scheme of work for full details.

Values

The main objective of the School is to educate the children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and to prepare them for the opportunities, responsibilities and experiences of later life. This is achieved through the curriculum.

These are the main values of our school, upon which we base our curriculum:

- We value the individuality of each child, we listen to their views, and we promote respect for diverse cultures.
- We value the spiritual, moral, cultural and social development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
- We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims

The aims of the school curriculum are:

- To provide a balanced and broadly based curriculum in line with the National Curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- To give the children opportunities to develop the prime skills of speaking and listening, as these are the essential tools for learning to read, to write, to be numerate and indeed, to be successful in virtually all the learning our children undertake at school and elsewhere.
- To ensure that the areas of learning for children under five and the subjects and courses offered to older pupils at each stage of the School:
 - Contribute effectively to their intellectual, physical and personal attainment and development
 - Are appropriate for their age, ability and ethnicity
 - Prepare them for the next stage of their education

- To ensure that the curriculum is planned to provide continuity and progression of learning between year groups and key stages.
- To ensure that there is equality of access and opportunity for all pupils to learn and develop their skills to the best of their ability, and to make progress.
- To ensure that the School meets the curricular requirements of those pupils who require special provision, including learners with difficulties and/or disabilities, special educational needs, very able pupils, and those for whom English is a second language.
- To enrich the curriculum by offering a variety of extra-curricular activities, including sport, music, languages, art and drama in order to offer pupils the opportunity to develop and extend their individual talents and to increase their self-confidence and social skills, thereby providing experiences in physical, aesthetic, creative and personal learning situations.
- To provide a range of opportunities within the school day and the curriculum for personal, moral, cultural and social development; to teach children to have an awareness of their own spiritual, emotional and health development which reflects the School's aims and values, to distinguish right from wrong, and to grow up committed to equal opportunities and tolerance for all.
- To offer educational opportunities which enable children to be creative and to develop their own thinking and initiative to become confident, independent learners.
- To enable children to have respect for themselves and high self-esteem, and to live and work co-operatively with others in our multi-cultural society.
- To promote a positive attitude towards learning so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To prepare pupils for the various entrance assessments and diagnostic tests e.g. InCAS.
- To offer additional opportunities and experiences to enhance learning in National Curriculum subjects.
- To provide the learning environment to prepare for the opportunities, responsibilities and experiences of adult life.

Implementation of Aims

- The curriculum is broad in that it offers all subjects required in the National Curriculum with the additional subjects: French, Drama, Reasoning and Current Affairs. It is balanced in that all pupils are taught Arts, Humanities, Computing and Science. Wherever possible, Art, DT, History and Geography are combined together in a topic-based curriculum throughout KS1 and KS2 with cross-curricular links created with other subjects such as Computing, Music and Science. This, combined with the extra-curricular programme, ensures that all pupils receive a well-rounded education with plenty of opportunities to develop their individual talents.
- The Head of Early Years oversees and reviews the curriculum in the Early Years Foundation Stage in consultation with the Foundation Stage staff. The Key Stage 1 Coordinator oversees and reviews the Key Stage 1 curriculum and the Key Stage 2 Coordinator oversees and reviews the KS2 curriculum in consultation with the Subject Coordinators, class teachers and SLT.

- The Headmistress consults with the Head of Early Years and Key Stage 1 Coordinator to ensure continuity from the Foundation Stage to Key Stage 1, and with the Key Stage 2 Coordinator to ensure continuity from Key Stage 1 to Key Stage 2. The Subject Coordinators are responsible for ensuring continuity throughout Key Stages 1 and 2 and for checking for overlaps in content across the different subjects. They are responsible for providing clear schemes of work indicating the subject matter to be covered in each subject in each year group in consultation with the class teachers.
- All pupils cover the same schemes of work. Delivery is, however, differentiated according to the needs and ability of each child. This is mainly achieved through differentiated group and individual work and targeted feedback. Support teachers help either within the classroom with a particular group or by withdrawing a group or individual from the class. In Reception and Year 1 each child reads individually at least three times a week and if possible every day.
- The School SENDCo is responsible for assessing the needs of all pupils in the School with special needs such as Dyslexia and for advising class teachers on providing for individual needs. She provides support and advice to staff, parents and pupils, liaises with external agencies and monitors and develops special needs provision within all age ranges of the School. Class teachers ensure that children whose first language is not English receive extra individual support in English, if necessary. (see also Special Educational Needs and Disabilities and EAL policies).
- Class and specialist subject teachers are responsible for identifying those pupils who require special help, including those categorised as more able/gifted or talented and for providing appropriate differentiated learning activities within lessons. The Gifted and Talented Coordinator, the appropriate Subject Coordinator and the class teacher will ensure that the educational programme offers suitable challenges to gifted and talented pupils. A register of more able/gifted and talented pupils is kept by the G&T Coordinator. The School's strategy and provision for these pupils is continually reviewed (see also More Able/Gifted and Talented Policy).
- The Headmistress oversees and reviews the provision of extra-curricular activities, ensuring a balance of opportunities in Sport, Art, Music, Drama, Languages and other activities is available to enhance the curriculum.
- The RE and PSHE Coordinators, together with the Headmistress, Assistant Head responsible for pastoral and welfare, and class teachers, plan a programme during assembly and RE/PSHE time to educate the pupils in their personal, social, moral, cultural and spiritual development. A number of speakers are invited to take assembly during the year to talk about different religions and charities. Key Stage 2 pupils receive specific input about health issues and sex education through our PSHE Jigsaw scheme of work. Relationships and Sex Education is taught at an age appropriate level throughout the school and meets all government statutory requirements and guidance. On occasions, a policeman visits some of the older classes to talk about issues such as safety and drugs. Growing up and health issues are also covered in Science lessons. (See also PSHE and RSE policies).
- The Key Stage 1 and Key Stage 2 Coordinators work with the class teachers in Key Stage 1 and 2 to ensure that pupils are prepared thoroughly for all external assessments and teacher assessments. There is a strong emphasis on progress in English and Mathematics and pupils are taught reasoning/problem solving from Year 1 to Year 6. All pupils who are going for interviews at other schools for 11+ entry are offered mock interviews by the Group Education Principal or a Headmistress from one of the other Oak Tree schools.
- Creativity is encouraged in every aspect of the curriculum but particularly in English writing, art, DT, music, drama and dance. Children are encouraged to contribute their own ideas and to think for themselves. Initiative and creative ideas are encouraged throughout the curriculum. All classes in Reception and Key Stage 1 perform a musical show for their parents every year. Key Stage 2 children

perform either an assembly or play depending on which year group they are in and participate in the Oak-Tree Festival every three years.

- The curriculum is enhanced by educational visits and special events/visitors in school, which support study in school (e.g. a visit to Kentwell when studying the Tudors or a Viking Day in school when studying the Vikings). Year 3 pupils have the opportunity to attend an overnight 'Summit Rocks' camp on the school site. This is extended to a 3-day residential activity based visit for Years 4 and 5, culminating in a 5-day residential activity based visit for Year 6. Through these visits, pupils learn to cultivate self-discipline, self-esteem, confidence, responsibility, tolerance and develop their social communication skills.

Curriculum Content

- The School's curriculum, with the exception of the Foundation Stage, is based as a minimum on the National Curriculum and the requirements of entrance examinations to local schools which involve the teaching of verbal and non-verbal reasoning skills. French is included in both Key Stages of the curriculum and in Reception, and forms an enjoyable introduction to foreign languages.
- In the Foundation Stage the curriculum is based on the seven areas of learning. Computing forms an integral part of the curriculum of each key stage. The curriculum is further enriched by a special emphasis on participation and achievement in the performing arts and in sport.
- Along with the curriculum content, the School aims to develop the pupils' thinking and learning skills so that they can develop a keen sense of how to learn to become engaged and well-motivated learners who understand how to make progress.

Organisation and Planning

- The curriculum is planned in three phases. A 'Yearly Class Curriculum Plan' for each class/age group in the school shows the topics that are to be taught in each term throughout the academic year in each subject. This information is then used to form the Termly Curriculum Overviews which are given to the parents via the school portal.
- A 'Yearly Subject Topic Plan' for each subject is drawn up by the appropriate subject coordinator. This shows the topics that will be taught to each class/age group in a specific subject throughout an academic year. These topics are reviewed annually.
- The 'Subject Lesson plans' provide detailed information including the Walt, learning outcomes and success criteria for assessment, knowledge content, differentiated activities and ability groups, teaching strategies, use of IT, resources and websites and the use of learning support for each lesson. The 2014 National Primary Curriculum programmes of study are used to inform the 'Yearly' and 'Subject Lesson' plans in all the subjects in the curriculum.
- Each session is evaluated on the 'Subject Lesson Plans' in terms of pupil achievement and understanding. The Key Stage 1 + 2 Coordinators are responsible for the curriculum and the relevant subject coordinators receive copies of the 'Subject Lesson Plans' on a half termly/termly basis. They are used for future planning and analysis of pupil's progress, and provide the Headmistress, Key Stage Coordinators and the subject coordinators with an overview of each subject across all the age groups within KS1 and KS2.
- The School has established a systematic phonic scheme of work throughout all three key stages to provide the children with decoding and encoding skills for reading and spelling. The RWInc scheme of work is used as the basis for all Literacy lessons in KS1 and the Literacy and Language scheme of work is used in KS2.

- In the Early Years Foundation Stage and in certain areas at KS1, an inter-disciplinary topic approach to curriculum planning is adopted. There is a coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- In KS2, the National Curriculum subjects are taught separately, with French, Computing, Music, PE and Science taught by specialist teachers. In KS1 and KS2, Humanities (History and Geography), Art and D/T are mostly taught through a topic based approach. Some classes may however, concentrate on a historical topic for one term and then switch to a topic with a greater geographical emphasis in the next term. Teachers also 'block-teach' topics: using all their weekly Humanities and RE sessions to teach a Humanities topic for three weeks and then changing to an RE topic. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. Cross-curricular links in KS2 subjects occur when appropriate. Computing is used to enhance learning across the whole curriculum.

The Curriculum and Inclusion

- The curriculum is designed to be accessed by all children who attend the School.
- The School does all it can to meet the individual needs of the children and complies with the requirements set out in the SEND Code of Practice and takes account of the Equalities Act 2010. If a child displays signs of having special needs, then his/her teacher assesses this need by completing the SEND 'Class Overview of Needs' form and 'Cause of Concern' form (updated termly). In many instances the class teacher is able to provide the resources, differentiated tasks and educational opportunities that meet the child's needs within normal class organisation with the assistance of the Learning Support staff. This also applies to any child identified as 'gifted and/or talented/more able' in any curriculum area. However, if appropriate, the SENDCo/G&T Coordinator organise teaching time outside the classroom to provide individual help/extension activities to these particular children at specific times during the academic year. (see also SEND/ More Able/G&T policies)
- The School is committed to making reasonable adjustments to meet the needs of children who have disabilities, as it is to meeting the needs of all groups of children in the School. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

The Early Years Foundation Stage

- The curriculum taught in the three EYFS year groups follows the guidance set out in the 'Development Matters in the Early Years Foundation Stage' document. The curriculum planning focuses on the age/stage bands and includes the Early Learning Goals, as set out in this document, and on developing pupils' skills and experiences.
- The School fully supports the principle that young pupils learn through play, and by engaging in well planned and structured activities. Teaching in Reception builds on the previous nursery experiences of the pupils.
- Assessment of all EYFS children is ongoing and forms an important part of future planning. The skills and development of each EYFS child are formally recorded by the teacher after each half term using the 2Build a Profile software.

- The School is well aware that all pupils need the support of the parents and the teachers to make good progress in School. The School strives to build positive links with the parents of each child, by keeping them informed about how the pupils are being taught, and how well each child is progressing.
- Where applicable, for the children in Lower Kindergarten, we provide the two year developmental check to parents during the term in which they turn three.
- In the final term of Reception, the EYFS Profile is completed and shared with parents. This reports the children's progress against the Early Learning Goals.
- Teachers in Reception and Year 1 work together in the summer term to ensure smooth transition from EYFS into Year 1 and each individual pupil's achievements and next steps for progress are shared.

Key Stages 1 and 2

The Role of the Subject Coordinator

The role of the Subject Coordinator is to:

- Provide a strategic lead and direction for the subject throughout key stages 1 and 2;
- Support and advise colleagues on issues related to the subject;
- Monitor pupil's progress in that subject area including the less able and the more able/gifted/talented pupils;
- Provide efficient resource management for the subject;
- Provide a link between the Early Years and KS1/KS2 schemes of work.
- Each Subject Coordinator should keep up-to-date with developments in their subject, at both national and local level.
- The Subject Coordinator reviews the way the subject is taught in the School, monitors resources, makes lesson visits and provides constructive feedback, ensures that cross-curricular activities are included in schemes of work and plans for improvement. Subject development planning links to whole school objectives.
- Each Subject Coordinator annually reviews the curriculum plans for the subject in liaison with the class teachers to ensure that there is full coverage of the National Curriculum and monitors that progression is planned into schemes of work.
- The Subject Coordinator also keeps evidence of children's work to illustrate the achievements of children at each key stage, and to exemplify the attainment expected at each level.
- The Subject Coordinator should be available to assist the class/specialist teacher to identify a more able/gifted/talented child in their subject area.
- The Subject Coordinator is responsible for providing the class teacher with appropriate teaching resources for the less able and more able/gifted/talented pupils. (see also More Able/Gifted and Talented and SEND Policies)
- The Subject Coordinator will assist the Key Stage Coordinators and Headmistress, who are responsible for the curriculum, in monitoring the quality of provision for these children within the School's curriculum and timetable.

- The Subject Coordinator will assist the Key Stage Coordinators and class/specialist teacher in providing informed feedback to parents about their child's progress.

Allocation of Time

Lower Kindergarten and Upper Kindergarten attend one assembly per week. Some children attend on a session basis, others are full time. Maximum learning time is from 8.50am to 12.00 noon and afternoons from 1.15pm to 3.00pm. They have specialist teachers for music, dance and PE/Games.

Reception (full time) attend one assembly per week. All pupils are in class in the mornings from 8.40am to 11.50am and afternoons from 1pm to 3.00pm. They have specialist teachers for music, dance, PE/Games, Computing and French.

Years 1 and 2 attend one/two assemblies per week. They have specialist teachers for music, French, Computing, PE/Games and Science (Y2 only) and are otherwise taught by their class teacher and teaching assistant. The curriculum is based on the National Curriculum.

Year 3 to Year 6 attend one/two assemblies per week. They have specialist teachers for music, Computing, PE/Games, swimming, Science and French and are otherwise taught by their class teacher and learning support assistant. The curriculum is based on the National Curriculum.

In most year groups drama is taught via the annual class show/assembly which usually incorporates drama, music and dance. In the term in which the show/assembly is performed, music and other curriculum time is used to rehearse for the show. There is a strong emphasis on performance in the School. Pupils also perform to other classes in assembly time.

Speech and Drama is also available as an extra-curricular option and LAMDA exams are taken annually. Similarly, instrumental lessons are available as an activity within the school day. The musical life of the school is important, with many opportunities provided for the children to participate and perform.

Fundamental British Values

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. More information is available in the SMSC Policy.

We aim to educate our pupils to have:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination.

Some of the ways in which we teach our children about these values is by:

- including in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- using opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- considering the role of extra-curricular activities, including any run directly by pupils, in promoting fundamental British values.

Monitoring and Reviewing

- The Headmistress is responsible for monitoring the way the school curriculum is implemented. Responsibility for the implementation of the aims also lies with the Deputy Head, Key Stage Coordinators, Subject Coordinators and SENDCo.
- The Headmistress is responsible for the day-to-day organisation of the curriculum. The Headmistress, Deputy Head and Key Stage Coordinators have access to the 'Subject Lesson Plans' for every year group every half term via the school portal. The information included on the 'Subject Lesson Plans' help the Headmistress, Deputy Head and Key Stage Coordinators to ensure that all classes are taught the full requirements of the School's curriculum, and that all lessons have appropriate learning objectives and success criteria. Evaluated copies of the 'Subject Lesson Plans' are kept in each teacher's planning file so that they are easily accessible for the Headmistress, Key Stage Coordinators and relevant Subject Coordinator to analyse during lesson visits, work scrutinies and SLT monitoring checks. This system ensures that the content and delivery of the curriculum is closely monitored and discussed.
- Each subject policy is reviewed and updated every 2 years, or earlier if required by the appropriate Subject Coordinator and overseen by the Headmistress.
- Subject Coordinators write a Subject Development Plan every year, which is then discussed with the Headmistress. Specific subject focuses become part of the School Improvement Plan.