

The Oaks Community Primary School



Curriculum Statement

Our vision: The Oaks is a school where we put our children, families and community at the heart of everything we do. We provide an outstanding environment in which your child will flourish and grow. We instil a lifelong love of learning through supportive and inspirational teaching. Within our rich, varied curriculum we actively create and inspire a love of reading across the school in order to unlock every child's potential and open up a world of possibilities. Our school will ignite your child's imagination to become unstoppable as they strive to reach their dreams. Confidence, curiosity, independence and resilience are promoted through opportunities to question, challenge and explore. It is our aim for all children to leave The Oaks as independent, confident learners ready to achieve in a rapidly changing world.

Curriculum intent. Progression of skills. Learning journey - sense of enquiring big questions. Opportunities to recap and consolidate. Knowledge + Skills.

Intent

Through our aspirational learning journey curriculum that we offer to every child at The Oaks it is our intention to:

1. To build pupil knowledge, including emotional knowledge
2. To enable pupils to achieve higher basic skills and develop transferable life skills
3. To increase and widen pupil vocabulary
4. To deepen pupil understanding of core learning
5. To inspire an enjoyment and curiosity for learning
6. To build pupil ability to independently think, ask questions, follow lines of enquiry and formulate their own opinions and voice about themselves, their community and the wider world
7. To Broaden pupil life experiences
8. To develop pupils as respectful, tolerant and global citizens with an understanding of the world around them and with active compassion and high aspirations for their future
9. To promote equality and diversity
10. To value their own and others opinions

Through offering a broad and balanced curriculum and achieving our intentions, it is our aim that pupils will leave The Oaks with a moral, emotional and academic education that prepares them to succeed in life in modern Britain.

Implementation

Adopting a knowledge rich approach to its curriculum, the school make strong cross- curricular links to provide coherence, spaced learning and opportunities for pupils to transfer concepts and skills. This will allow the children to make connections with prior learning and embed this into their long-term memory.

The curriculum on offer fulfils the requirements of the national curriculum and the locally agreed syllabus for Religious Education.

The curriculum is designed to provide inclusive and equal access and opportunity for all children who attend the school.

English

The school take a mastery approach to the teaching of English and Maths and both subjects are taught through dedicated subject lessons. Knowledge and skills learned, especially in English, are linked across the wider curriculum.

In English the school teach the following subject specific lessons from Year 1 to Year 6:

- 20-30 minutes daily whole class Shared Reading adopting the Talk 4 Reading structure and sequence to learning
- 20-30 minutes daily reading for pleasure or accelerated reader or focused reading
- 50 minutes daily Talk 4 Writing or Read to Write English lessons
- EYFS, Year 1, Year 2 and Year 3 daily Read Write Inc phonics sessions for 60 minutes.
- 10-20 minutes No Nonsense spelling (3 times a week) to Year 3 to 6

Accelerated Reader in KS2 ensures pupils access texts at an appropriate level for them and monitors pupil reading choices and reading ages.

Children in EYFS to Year 3 have access to BugClub to use at home in order to broaden the reading materials they have on offer.

Read to Write, shared reading and phonics are also taught as dedicated sessions in EYFS.

The development of pupil vocabulary and language takes an increasingly high focus across all English lessons.

The wider curriculum is directly linked to the main text the class are exploring in Talk 4 Writing or Read to Write. The text selected for Shared Reading links to the theme of the wider curriculum.

To support pupil's who require specific, targeted support or catch-up, the school utilise the following interventions: Beat Dyslexia, Wellington Square, Better Reading Partnership (BRP), Jump Start, Rapid Read, Rapid Write and Early Literacy Support (ELS), Reading Wise.* The school's SEN Inclusion Manager works in close partnership with teacher's to ensure interventions are selected to and tailored to meet pupils need and stage of learning.

**This list is a guide and not exhaustive.*

Maths

The school adopt a mastery approach to teaching maths, providing pupils with opportunities to engage in fluency, varied fluency, intelligent practice, problem-solving and reasoning. To ensure progress and coverage, the school follow White Rose Small Steps, which aligns with the school's assessment system Balance.

KS2 maths lesson is increased in length to 90 minutes a day enabling time and space for learners to secure and really know their learning by, for example: recapping, revisiting and rehearsing prior learning and exploring concepts in varied ways.

KS1 pupils participate in an additional 20 minutes of maths centred on counting basic number skills in order to build pupil fluency right from the start.

The school provide catch up interventions through Power of 1, Power of 2, Beat Dyscalculia and Clever Counting.

Throughout academic year, the school are sustaining its mastery approach while implementing a complimentary 'keep up' approach in order to support lower attaining learner's to catch up and keep up with their peers.

Wider curriculum

Our learning journey curriculum is mapped out into 6 half termly topics, each one based on a quality text and a 'big question' to inspire pupil's to explore, investigate, analyse, research, ask questions, formulate opinions and develop their individual voice. *See the curriculum maps for an overview and outline of each year group.*

Through exploring the 'big question' pupils develop their knowledge and skills as mathematicians, writers, readers, historians, geographers, researchers, artists, performers, philosophers and scientists.

Teachers seek and draw upon pupil prior knowledge, questions, interests and ideas in order to adapt and direct the learning.

Links are made across the curriculum to support the transference of knowledge and learning is revisited to support pupils in committing learning to memory and recalling knowledge. Skills are taught progressively and time is given for pupils to practice and develop these skills.

Through wider curriculum topic lessons, teachers promote the use of technical or subject- specific vocabulary and tier 2 vocabulary in order to expand pupil language and comprehension.

Science - The school teach a dedicated Science lesson to pupils and this is linked to the class topic/big question. Teacher's use Science Bug to support their planning - such planning is changed and annotated to reflect the cohort.

Computing - Computing is linked to topics/big questions being explored. Computing is taught by both MGL and class teachers. iCompute supports the teaching of computing and e-safety.

Physical Education - all pupils access 2 hours of quality PE lessons each week. PE lessons are taught by Premier Sports and class teachers. Children in Key Stage Two also have one half a term of swimming per year and this is taught and delivered by qualified swimming instructors at Ellesmere Port Sports Village. In addition, to promote fitness pupils do a 'daily mile' every day. *Refer to Sports Premium Strategy.*

Music - all pupils across KS2 learn at least one instrument over the course of an academic year. Instruments are chosen to match the interests of the class and allow for progression. A range of instruments are offered from: bass guitar, African drumming, Samba drumming, cello and ukulele. KS1 pupils receive music and singing lessons from their class teachers.

Languages - Spanish is taught in KS2 by class teachers following school coverage and progression documents.

Art - art is taught weekly by a specialist Teaching Assistant or the class teacher. Art covered links to the topic/big question of the half term and develops pupil artistic skills and experience of a diverse range of artists.

Outdoor learning - every child accesses a 7-8 week programme of outdoor learning with the school KABS instructor. Outdoor learning sessions build pupil physical fitness, mental fitness and resilience, team work, leadership and listening skills as well as moral and British values.

Global learning - one half term is dedicated to exploring issues or themes linked to the global learning agenda. In addition, each class take on a global challenge.

British Values - the teaching of British values are weaved throughout the curriculum and covered throughout the year.

Religious Education - is prioritised and taught from the locally Agreed Syllabus for RE. Through RE the school develop pupil's spiritual, moral, social and cultural awareness and pupil reflection and deeper thinking skills.

Equality & diversity - the promotion of equality and diversity is taught throughout curriculum lessons and through specific weekly class assemblies which support pupils in exploring themes and issues linked to diversity through quality texts.

Our curriculum goes beyond academic learning, including SMSC, to develop pupil confidence, resilience, independence and build children's character.

The wider curriculum is enhanced and enriched through visitors into school and a wide range and high number of trips out of school, including residential for Years 2 to 6.

Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with local nurseries and other pre-school providers in the area.

During the children's first term in the reception class, their teacher begins to record the skills of each child on entry to the school. This baseline assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Impact

To support pupil's in their learning of content and concepts, they are provided with time to revisit prior learning and reflect on the work in their curriculum books. EYFS record their learning in their individual learning journeys and Year 1 and Year 2 have a class curriculum book. Our pupils from Year 3 to Year 6 have individual curriculum books.

The school will assess the impact of the curriculum through:

- Assessment for learning within lessons
- Assessment of a child's security of a knowledge based or skill based objective in reading, writing and maths through Balance through Y1 to Y6
- Beginning to assess history, geography and science on Balance through Y1 to Y6
- Assessment of pupil development in Art skills across the school
- Assessment of PE development through an online portal
- Accelerated Reader - tracking reading ages through KS2
- Benchmarking and phonics assessments - tracking KS1 reading and phonics
- Assessment as learning - providing pupils with time for retrieval practice

- Wellcomm - for EYFS and KS1 speech and language
- Paper Learning Journeys in EYFS
- KABS impact reports

Other impact of growth in pupil attention, listening, confidence and aspirations for example can be seen and are discussed and celebrated by teachers as part of pupil progress meetings.

The school take a holistic approach to pupil learning, mapping a pupil's learning journey in order to monitor progress and identify and plug gaps.

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