

The Oaks Community Primary School



Curriculum Statement

At The Oaks, everyone is CELEBRATED

The community is at the heart of everything we do and we explore a world of endless opportunities. Through questioning and challenge, children develop a love of life-long learning and our enabling environments empower every child. We are always helping children to belong through a brave and balanced curriculum and we are Ready, Respectful and Responsible in all that we do. We Aspire, Achieve and Appreciate to realise our ambitions and together we flourish and grow. Every encounter is an opportunity to develop independence, confidence and resilience. Our dedicated and determined staff go above and beyond to help children to become unstoppable.

All children have the right to an education which develops their personality and talents to the full (RRS Article 29)

Our Curriculum Statement

At The Oaks, we strive to provide a curriculum for our children that is memorable and rich. We facilitate opportunities within a purposeful and connected curriculum where children can gain and build life-long skills. The learning journey is carefully crafted to enthuse and engage learning, ensuring clear progression and coverage. Our aim is for children to have a secure understanding which is inter-connected with a vast range of transferable skills. Our evolving approaches to the curriculum are contributed to by all members of our school community as this is imperative to our approach.

The Intent of our Curriculum

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.

The Implementation of our Curriculum

Adopting a knowledge rich approach to its curriculum, the school makes 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 takes 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 reading lesson from 'Steps to Read' for all classes
- Daily 'Read to Write' English lessons for all classes
- EYFS, Year 1 and Year 2 daily Read Write Inc phonics sessions for 60 minutes.

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 Read to Write. The text selected for Shared Reading links to the theme of the wider curriculum.

To support pupils who require specific, targeted support or catch-up, the school utilise the following interventions:

- Beat Dyslexia
- Better Reading Partnership (BRP)
- Jump Start Early Literacy Support (ELS)
- Nuffield Early Language Intervention (NELI)
- Reading Wise*

The school's SENDCo works in close partnership with teacher's to ensure interventions are selected to and tailored to meet pupils' needs and stage of learning.

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

Maths

The school adopts a mastery approach and works closely with the local Maths Hub to teach maths, providing pupils with opportunities to engage in fluency (Rapid Recall), varied fluency, intelligent practice, problem-solving and reasoning.

To ensure progress and coverage, the school follows the NCETM Curriculum Prioritisation Mapping (2021-2022) and then White Rose Small Steps, which aligns with the school's assessment system, Insight.

Daily KS2 maths lessons enable 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. These include 'Maths Journaling' for 10-20 minutes which allow for children to problem solve and represent their answers how they see fit.

EYFS and KS1 pupils participate in an additional 10 minutes of 'Mastering nUmber' from the NCETM 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
- Clever Counting.

Throughout the academic year, the school sustains the mastery approach while implementing a complimentary 'keep up' approach in order to support lower attaining learners to catch up and keep up with their peers.

Wider curriculum

Our learning journey curriculum is mapped out into six half term topics, each one based on a quality text and a 'big question' to inspire pupils 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 create knowledge organisers for children to explore and use metacognitive techniques to draw upon this information throughout the topic. Teachers hone pupil's prior knowledge, questions, interests and ideas in order to adapt and direct the learning across the curriculum.

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.

All subjects across the curriculum have their own subject statement, intent, implementation and impact. This outlines the expectations of each subject and subject-specific required.

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 Development Matters 2021 for the Early Years Foundation Stage. Our curriculum planning focuses on the Development Matters statements and works towards children achieving 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.

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 pupils 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 in Science. In all other subjects for Year 1 and Year 2, and in all subjects for Year 3 to Year 6 have individual curriculum books.

The school assesses 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 across the curriculum on the platform, Insight. This is linked with each subject's specific objectives.
- Accelerated Reader - tracking reading ages through KS2
- Phonics assessments - tracking EYFS and 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

Additional assessments such as non-verbal assessments are used specifically for children with SEND

Children who are not accessing the national curriculum due to different reasons, are assessed against the engagement model. Teachers who are assessing against this model are given extra guidance by the Assessment Lead, SENDCo and Headteacher.

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