

**Oaktree Nursery and Primary School**

**Curriculum Policy**

**Person Responsible:** Deputy Head

**Legislation:**

This policy reflects the requirements of the National Curriculum programmes of study. It also reflects the requirements for inclusion and equality as detailed in the Special Educational Needs and Disability Code of Practice (2014). Please also see the Early Years Curriculum Policy.

**Intent:**

At Oaktree Nursery and Primary School we believe that all children need to feel safe and supported in order to be confident and ready to learn. We understand the importance of developing skills that enable learners to access their learning and believe that all children should be given the opportunity to discover their talents and to identify their own strengths. We work hard to develop children’s resilience as learners and, wherever possible, encourage a Growth Mindset to all learning.

At Oaktree we strive to develop curious learners who are able to ask and answer questions, to look for links in their learning and make choices about how to investigate ideas and improve understanding. We plan activities that enable children to develop a range of skills that support them to learn, as well as building their knowledge through coverage of National Curriculum objectives organised into Enquiries.

**Aims:**

We believe that children learn best in a stimulating and supportive environment, in which they have the confidence to learn and take risks through a range of different experiences. This includes using our extensive grounds to experience and investigate ideas outside. Learning is supported by Curious City, an enquiry approach in which subjects are linked to maximise every learning opportunity. We aim for our curriculum to enable children to ask questions to develop understanding and to see links between and within subjects.

We aim that all children understand the role that they play in our school community and the wider world, respecting each other and developing their understanding of others’ beliefs and cultures. We promote social, moral, cultural and social development in order that children at Oaktree Nursery and Primary School have a strong understanding of the value of the rights and responsibilities of all members of society. We also work to ensure that children have a curiosity and respect for our environment and that they understand the importance of caring for and protecting this for us all.

**Inclusion:**

We expect all children to be provided with opportunities to learn and experience in ways that best suit their needs. This ensures that all children are motivated to succeed and supported to develop and progress in all areas of their learning. We use a range of teaching and learning styles and believe that all children are entitled to the very best start in life whilst at Oaktree Nursery and Primary School, regardless of sex, race, ethnic origin, religion or background.

**Parents / Carers:**

We recognise the role that parents and carers can play in supporting their child’s learning. We share our planning via the school website and examples of work are regularly shared. Show cases and exhibitions are planned as well as workshops and information meetings.

**Planning and Organisation:**

Curriculum Co-ordinators work in teams: Humanities, STEM, Creative and English & Reading. This is to maximise links between subjects and for staff to support the development of subjects as a Team.

**Early Years and Foundation Stage**

Teachers and EY Practitioners plan in the long term, medium term and short term thematically in order to best capture the interests of the children. Maths and English is planned for discretely. Read Write Inc supports phonics planning and teaching. Please see the Early Years Foundation Policy for further details.

**Primary**

Supporting schemes of work:

Science and Foundation Subjects: Curious City (Lighting Up Learning)

Read Write Inc: Phonics

PSHE and RSE: Jigsaw

RE: Jigsaw

Music: Charanga Music

PE: Real PE

Oaktree has a cycle of enquiries developed and planned with Curious City (Lighting Up Learning) drawn from the National Curriculum Programmes of Study (July 2013) that ensure progression of skills and knowledge in foundation subjects across the primary school. A long-term plan maps coverage through Enquiry questions and this is developed into medium-term plans which ensure learners’ needs are met. This provides details of core and foundation subject objectives to be covered, and the knowledge and skills that we want our pupils to embed. Each enquiry may have a greater focus on one or more of the foundation subjects, this provides a breadth of learning across each Year Group and Key Stage One and Two as a whole.

We plan to provide opportunities for children to engage with and develop their learning through being creative, collaborative and curious, whilst being challenged. Visits and visitors are used to further enhance learning. We use our school grounds and the wider local area to maximise outdoor learning opportunities. Assessments of work allow teachers to adjust planning to best suit the needs of the learners.

Long, Medium and Short term English and Maths planning are linked, where possible, to Enquiries. Genre and quality texts are identified in the planning to ensure that knowledge is progressively developed.

Adapting planning is key to ensuring that learners’ needs are best met and these are recorded in order that coverage is assured.

**British Values and Spiritual, Moral, Social and Cultural Development**

Oaktree Nursery and Primary School is welcoming and inclusive and we work hard to make links with all communities that form our wider school community. As a school, we serve a multicultural, multi-faith community which reflects the United Kingdom as a whole. We believe that it is important to develop children’s sense of being a good citizen and neighbour and for children to understand the importance of this for the future and the part they will play in British Society. Through our strong provision for social, spiritual, cultural and moral development; we actively promote a range of fundamental British Values.

Our broad and balanced curriculum offers a range of opportunities for children to question and understand what it means to grow up in Britain. We ensure the children have opportunities to explore key themes such as democracy, individual liberty, mutual respect, the rule of law and tolerance of different beliefs and cultures.

**Roles and Responsibilities:**

The school Governing Body will monitor the effectiveness of this policy and the school’s curriculum. The Governing Body is involved in decisions about curriculum planning and provision and monitors its impact regularly. It will ensure that adequate teaching time is provided to meet statutory requirements including the National Curriculum. It will check that provision is made for children with SEND and that relevant statutory assessment arrangements have been implemented.

The Head Teacher is responsible for ensuring that all statutory requirements are met and that this policy is followed. The Head Teacher ensures that the school curriculum matches the aims of the school and the needs of the children are met.

The Deputy Headteacher is the Curriculum Lead and works closely with Subject co-ordinators and Curriculum Teams to ensure that the curriculum remains broad and balanced. Responsibility for delivery, subject coverage and development rests with all staff.

**Monitoring, Evaluation and Assessment / Feedback:**

Assessments are regularly carried out in all areas of learning enabling staff to identify gaps, adjust planning and ensure that coverage is in place. Subject Co-ordinators have a responsibility to monitor the teaching and coverage of their subject throughout school. Subject Co-ordinators plan strategically to develop their subject through an annual Action Plan. This is shared with the School’s Senior Leadership Team and the Governing Body to ensure that it matches the aims and priorities of the school.

Monitoring is done through learning walks, pupil conferencing, work scrutinies and monitoring of planning. Subject Co-ordinators have a responsibility to monitor standards, and to ensure that all staff are equipped to deliver the required teaching and learning. This monitoring is shared with the Curriculum Lead and Head Teacher.

This policy is reviewed annually. It is published on the school website.

Policy Date: March 2021

Review Date: September 2021