OAK GREEN SCHOOL
Believe, Achieve, Succeed

Non-statutory

Curriculum policy

1. Curriculum aims

Our intent is to ensure that our curriculum is not only tailored to our pupils' interest and needs but also ensures they are ready for life in the wider world. We believe in subject based lessons where pupils can articulate and have a passion for subject based learning. The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Our curriculum

- Provides a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enables pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Supports pupils' spiritual, moral, social and cultural development
- Supports pupils' physical development and responsibility for their own health, and enable them to be active
- Enables children to feel safe and valued as part of a caring community that celebrates success
- Promotes a positive attitude towards learning
- Ensures equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equips pupils with the knowledge and cultural capital they need to succeed in life
- Promotes the learning and development of our youngest children and ensure they are ready for the next stage in their lives

These curriculum aims are underpinned by our school values.

At Oak Green School our children come first. We know that every child is unique and deserves the opportunity to speak freely about their own opinions and be heard. We encourage this through enriching experiences and open-ended opportunities that allow them to build values for life such as; friendship, kindness, trust, fairness, respect and honesty. We aim to build each child's self-worth through encouragement, positive relationships, clear and safe boundaries and routines. We believe in each and every one of our children and know that if they believe in themselves too they will achieve their goals and succeed in their future.

We work with Cornerstones to ensure that our provision for history, geography, art and DT is 'ambitious, concept-driven and knowledge rich'. For other subjects we use schemes that follow the ideology of knowledge and skills teaching and sequentially build upon each year of learning.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Co-Headteachers to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Co-Headteachers

The Co-Headteachers are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

Our yearly curriculum map indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Medium term plans are used to ensure coverage of the foundation subjects. They include learning intentions and activities with differentiation/scaffolding identified. Short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and success criteria for each session and to identify what resources and activities staff will use in the lesson. Staff use the scheme planning platforms when planning lessons.

Our staff ensure that when planning and teaching lessons they

- Make the learning objective/intention explicit
- Make clear the success criteria and "layers"
- Create opportunities for awe and wonder
- Create a language rich environment
- Use modeling, concrete resources and effective questioning
- Plan and teach lessons with adaptations so that all children can achieve the learning objective
- Use continuous formative assessment, providing challenge and support where necessary

See our EYFS policy for information on how our early years curriculum is delivered

5. Inclusion

At Oak Green School we have an Additional Resourced Provision and a large number of EAL pupils and therefore we use inclusive practices as part of our Quality First Teaching to ensure all staff have high expectations for pupils. Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

Pupils with English as an additional language (EAL)
Pupils with low prior attainment
Pupils from disadvantaged backgrounds
Pupils with SEN
More able pupils
Young carers

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. All lessons are adapted to ensure that all pupils can achieve the learning objective.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Enrichment

At Oak Green School our intent has been to construct and deliver a curriculum that is academic and beyond. Our curriculum comprises planned educational experiences informed by organisational principles and approaches, making full use of opportunities for real world learning.

- It gives pupils diverse experiences and opportunities.
- It is ambitious and designed to give pupils, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life and address social disadvantage.
- Our entire curriculum is underpinned by the principles of British Values and SMSC, (Spiritual, Moral, Social & Cultural).
- We intend our pupils to become responsible and respectful citizens who become actively involved in public life as adults.

As a school we have begun to build our enrichment curriculum around the belief that every child should have experiences and enrichment opportunities by the end of their year group. Our goal is for all pupils to have a wide range of experiences that enables them to understand the world around them from a viewpoint of experience and show kindness, friendship, trust and respect to all.

7. Personal development

At Oak Green School our intent has been to construct and deliver a personal development curriculum that is academic and beyond which is;

- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- how well leaders develop pupils' character through the education that they provide
- the quality of debate and discussions that pupils have

Key parts of our personal development curriculum are;

- British Values
- Sex and Relationships Education
- E-safety education
- Healthy lifestyles
- SMSC & British Values Implementation

We hope that from our personal development curriculum Oak Green pupils' character will have been developed so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others, fully ready to interact and live within society successfully.

8. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through school visits, meetings with the school council and meeting subject leaders.

Subject leaders monitor the way their subject is taught throughout the school by following the monitoring and evaluation timetable to complete

- planning scrutinies
- learning walks
- lesson observations
- book scrutinies
- Pupil voice
- Data analysis

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Co-Headteachers. At every review, the policy will be shared with the full governing board.

9. Links with other policies

This policy links to the following policies and procedures:

EYFS policy
Assessment policy
SEN policy and information report
Equality information and objectives