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**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 have structured learning to ensure progression and build knowledge and skills through coverage of National Curriculum objectives organised into enquiries and topics.

We want children to:

learn how to ‘be’ and learn how to learn,

become literate, numerate and prepared for the next stage of their learning,

develop curiosity and the ability to see links between past and present learning,

identify their own strengths and talents,

develop resilience as learners and, wherever possible, approach tasks with a Growth Mindset.

**Aims (Implementation):**

Our curriculum enables all children to revisit key skills regularly. Topics and enquiries have been sequenced so that the knowledge is built in a progression and children are able to use prior learning to better support new learning. We want all children to 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 as an integrated part of school life, 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 provide a stimulating and supportive environment, in which children have the confidence to learn and take risks through a range of different experiences. We want all children to be able to access learning and ensure lessons and activities are adapted so that needs and experiences are Our curriculum includes opportunities designed` to enable children to ask questions to develop understanding and to see links between and within subjects.

**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 disability, SEND, certain health conditions, 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. Planning ‘in the moment’ is also used to best respond to the needs 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:

Art: Access Art

Computing: Teach Computing

DT: Kapow

Music: Charanga Music

PE: Real PE

Phonics and Spelling: Read Write Inc, Fresh Start

PSHE and RSE: Jigsaw

RE: Jigsaw

The Oaktree curriculum is planned as a 2-year rolling programme based on the National Curriculum. Children have the opportunity to develop their knowledge and skills through a clearly planned progression covered by our termly topics. These are set out in our Skills Spirals and Curriculum Map. We aim to equip learners with the skills, knowledge and ambition to achieve their full potential and to develop an understanding of their own talents and interests.

Where possible, links to other subjects such as English, are made to allow children to apply skills across the curriculum. Genre and quality texts are also identified in the planning.

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.

**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 Local Governing Board will monitor the effectiveness of this policy and the school’s curriculum. The LGB 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 Local Governing Board 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.

Policy Date: January 2024

Review Date: September 2026