



Curriculum Policy  
(Primary)

## Curriculum Policy

### **Introduction**

As an Academy our curriculum is shaped by the guidelines for community engagement as enshrined in relevant sections of the Oasis Education Charter, namely:

- Creating and maintaining a learning environment where students are encouraged and enabled to realise their potential;
- Pupils taking responsibility for their own learning and development, both through formal and informal learning opportunities and on-going assessment;
- Developing an organisational culture in which individuals learn from any mistakes made and where excellence and innovation are encouraged and rewarded;
- Promoting the value of a balanced, holistic lifestyle as part of each individual's overall personal development.

### **Academy vision**

Our Academy's vision is to provide 21st Century learning opportunities that will develop our young people into confident, independent, lifelong learners, who make a positive contribution and are prepared for leading a good and successful life.

Every child is entitled to a curriculum which is balanced, broad and appropriate to their current and future needs. Our curriculum also reflects the particular needs of our community at local, national and a global level. It enables every child to achieve and enjoy their education. It fosters learners' economic wellbeing, health, keeps them safe and helps them to make a positive contribution to their own learning and life, their school, local community and the world. We believe that our curriculum should be challenging, exciting, enjoyable and relevant.

### **We aim to:**

- Create a happy, stimulating, caring learning environment where risk taking and challenge is encouraged
- Awaken a love of learning that will last a lifetime and provide everyone with the skills to pursue that learning independently and collaboratively.
- Enable everyone to reach the highest standard of which they are capable, academically and in other fields such as sport, art and culture.
- Encourage all learners to develop their own interests, passions, enthusiasms, creativity and individuality.
- Help learners to understand and care about the world in which they live, and to believe in their ability and responsibility to change that world to make it better.
- Empower learners to develop a strong sense of right and wrong, good and bad, equality and justice, giving them the inner strength to act according to these values.
- Provide learners with the skills and understanding to live a healthy, successful life, physically, emotionally, economically and spiritually.
- Foster respect, tolerance and love for others, regardless of race, gender, religion or difference, within a framework of equality of opportunity and fairness.
- Help learners to appreciate human achievements and aspirations and to believe in their own potential to attain great things.
- Promote a feeling of pride and confidence in learners' identities- as individuals, as members of our school, as part of the local community and as citizens of the world.

Our curriculum is the means by which we vitalise these aims. By curriculum we mean all the planned activities that we organise to promote learning and personal growth as well as the extra-curricular activities we provide to enrich pupils' experiences. It also includes the 'hidden curriculum' – the values and attitudes, which the pupils learn from the way they are treated and expected to behave. Our curriculum is determined by:

1. The aims and values of our school
2. National and legal requirements
3. The needs, priorities and interests of our community at local, national and global levels, now and in the future

### **Objectives**

To realise our aims our curriculum must:

1. Provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and special needs.
2. Increase pupils' knowledge, skills and understanding as they grow and strengthen their connections with the world around them. These knowledge, skills and understanding are subject specific (e.g. historical skills) and generic such as key skills.
3. Be carefully planned and structured to ensure that learning is progressive, continuous and that all pupils make good progress in their development of their learning. It must be founded on high expectations of our pupils.
4. Offer opportunities for pupils to drive their own learning and that of others.
5. Engage pupils' interest by offering first-hand experiences and embedding learning by applying it in real life contexts.
6. Provide opportunities for pupils to cooperate and collaborate, to learn from and teach others, including peers, other members of the school, representatives from their own and other communities and experts.
7. Foster creativity and originality and respect for this in others
8. Provide occasions for pupils to develop and challenge their own thinking and that of others.
9. Make overt, explicit references to the values we aim to develop and give pupils the chance to consider ethics and relationships.
10. Provide learners with problems to solve, so that they develop self-help strategies, resilience and perseverance.
11. Open pupils' eyes to awe and wonder and cause them to marvel and love the incredible world in which they live.

Additionally our curriculum must pay particular attention to the most significant needs of our local community. These needs may include:

- Developing skills, understanding, confidence and enthusiasm in enterprise
- Encouraging community cohesion - promoting respect and understanding of diversity and commonality within the local community.

- A strong mastery of English and communication skills
- Excellent mathematical skills
- Proficient ICT skills, together with an awareness of personal safety and responsibility linked to the use of modern ICT
- A caring attitude for the environment now and in the future

### **Organisation and Strategies**

1. The long term curriculum overview for the Academy gives a broad outline of the skills taught in each year group, the progression and continuity between these and the contexts in which they will be learnt. These have been selected to provide opportunities to develop our wider priorities such as community cohesion, sustainability and enterprise.
2. The knowledge, skills and understanding to be developed in each year group is laid out in medium term cross curricular context plans (incorporating the requirements of the prescribed/recommended Primary Curriculum). Key knowledge is identified as umbrella enquiry questions, allowing pupils space to follow up their own ideas. Development of literacy and numeracy skills is embedded across the plans, but where necessary taught discretely to ensure the required depth of skills and knowledge is gained.
3. Each medium term plan should identify
  - the key values underpinning that specific area of learning
  - the primary skills and knowledge to be developed
  - enterprise elements
  - provision for AGT and SEN
  - assessments
4. Class teachers are responsible for incorporating this medium term planning into short term weekly planning. This sets out clear learning objectives and success criteria. It identifies the key skills and knowledge underpinning the learning. It shows differentiation, key questions and vocabulary, and the deployment of resources (including TAs). It includes assessment opportunities and evaluation.
5. Cross curricular links are made between subjects, areas of learning and themes including personal development and ICT wherever possible. All subject areas are considered important and are planned for during termly learning. However time for different subject areas may be blocked to encourage more in-depth, concentrated learning. More time may be spent on developing the priorities for our community. (see above)

6. Opportunities are taken to enliven the curriculum through: educational visits into and out of school; involvement of parents, visitors, artists, experts; the use of the school grounds, the locality and wider environment.
7. Regular home learning is set to encourage learning to continue at home. This may take the form of short activities or longer term projects.
8. An extensive range of high quality resources including ICT is used to underpin the curriculum
9. The curriculum is designed to provide access and opportunity for all pupils, including those with SEN. If necessary it may be adapted to meet the needs of individuals by working in partnership with parents and other agencies.
10. In the Early Years Foundation Stage learning opportunities are planned so that pupils have continuous access to all areas of learning. Staff plan focussed individual and group learning activities in all areas to meet the needs of individuals and to progress across all the Early Learning Goals. Learning is planned within ½ termly contexts for learning. Assessment is continuous and significant evidence is recorded in pupils's learning journals.

### **Responsibilities**

The Academy Leadership Team has ultimate responsibility for the development of the curriculum and producing and reviewing the long and medium term plans. It is their responsibility to monitor its implementation and effectiveness, including in terms of pupil progress and to implement a curriculum action plan.

Subject leaders are responsible for monitoring, evaluating and resourcing their areas of learning. This includes drawing up and implementing an action plan. They keep up to date with developments in their area and share these with other members of staff, advising them on issues concerning their subject. They monitor the achievements of pupils in their area of responsibility and keep evidence of standards achieved.

Class teachers ensure that the curriculum is taught and that all pupils in their class make progress in the acquiring knowledge, skills and understanding in all aspects of learning.

Academy Councillors monitor and review the curriculum, policy and outcomes.

### **Outcomes**

Pupils' work and achievement across curriculum contexts for learning is celebrated in displays that enable others to recognise their learning and contribute positively to the ethos of the school. Learning walls and displays show pupils the progress and learning that is expected in a context and reflect their own interests. Samples and accounts of pupils' learning show that all progress academically, socially, spiritually, morally and physically and

in their understanding of themselves as learners and citizens. The school regularly celebrates a wide range of achievements.

The exciting curriculum that we provide helps pupils understand and care about the world they live in, both natural and manmade at community, national and global levels and about the issues facing those environments. They develop a respect for different cultures, beliefs and peoples. They talk knowledgeably and enthusiastically about their past, current and future learning. They are able to select and utilise a wide range of learning skills, knowledge and understanding to embrace challenges.

### **Monitoring and Review**

This policy will be monitored and reviewed by Oasis Community Learning annually.