

### Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.



# Curriculum Policy

Oasis Academy Shirley Park Primary Phase

Implementation: September 2018

Review Date: July 2019 – Jo Botley

Review Date: September 2021 – Laura Evry

Review Date: September 2022 – Laura Evry

Review Date: September 2023 – Laura Evry

## 1 Introduction

1.1 Our school's curriculum is made up of all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave; this is our habits work. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

1.2 We endorse the aspirations concerning curriculum that are set out in the DfE document Excellence and Enjoyment 2003, and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners.

## 2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school encapsulated in our 9 habits and in this letter:

*Dear teacher,*

*I am a survivor of a concentration camp. My eyes saw what no man should witness. Gas chambers built by learned engineers; children poisoned by educated physicians; infants killed by trained nurses; women and babies shot by high school graduates; So I am suspicious of education.*

*My request is:*

*Help your students to become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.*

*Reading, writing and arithmetic are important only if they serve to make our children more human.*

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 Our school is part of Oasis Community learning, as such, we endorse the 9 Oasis habits.

We value children's uniqueness, listen to the views of individual children and promote respect for diverse cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We value the importance of each person in our community, and organise our curriculum to promote inclusion, cooperation and understanding among all members of our community. We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and treat them with fairness and honesty. We seek to enable each person to be successful and we provide equal opportunities for all our pupils. We strive to meet the needs of all our children and to ensure that we meet all statutory requirements regarding inclusion.

We value our environment and teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves but also for future generations.

### **3 Aims**

3.1 The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the basic skills of English, Maths and information and communication technology (ICT).
- to enable children to be creative and to develop their own thinking; to teach children about the developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage and values; to appreciate and value the contribution made by all ethnic groups in our multi-cultural society
- to enable children to be positive citizens; to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
- to teach children to have an awareness of their own spiritual development and to distinguish right from wrong
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem and to live and work co-operatively with others.
- To enable children to reflect on their learning, and give them space to do this in lesson time
- To nurture secure attachments and a healthy sense of self
- To incorporate as much outdoor learning as possible

### **4 Organisation and planning**

4.1 We plan our curriculum over the whole primary phase, key stage, year, term, half term, week and day. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term, national curriculum coverage and to which groups of children. We have adopted the Oasis Primary Curriculum, which is reviewed annually.

4.2 Through our topic maps we give clear guidance on the objectives and teaching strategies for each topic. Please see Curriculum Document for detailed planning.

4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. The Oasis Primary Curriculum is our starting point which we adapt for needs of classes as well as making it localized.

4.4 To ensure our values are the foundation of our curriculum each class must have daily class reflections, weekly RE, PSHE and P4C sessions.

4.6 White Roase is a basis for Maths planning from Year 1 upwards as the topics / concepts are blocked in a way that ensure pupils are secure in their understanding or are pushed on to a mastery level of understanding within their Year group.

## **5 The curriculum and inclusion**

5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we may do so, in consultation with their parents.

5.2 If children have special needs, our school does all it can to meet the individual needs and complies with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then their class teacher (and/or the Inclusion Manager) makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organization. If a child's need is more severe, we consider them for a statement of special needs and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs. [See Special Educational Needs Policy]

5.3 The school provides a support plan for each of the children who are on the special needs register. This sets out the nature of the need and outlines how the school will aim to address it. The support plan also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5.4 Some children in our school have disabilities and we are committed to meeting the needs of these children. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that disabled children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted. [See Equality Policy]

5.5 Our schemes of work and displays address the diversity of our society and reflect the National Curriculum programmes of study.

## **6 EYFS**

6.1 The curriculum that we teach in the reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage and the guidance produced in 2013. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences. We teach Success for all reading and phonics in Reception.

6.2 Our school fully supports the principle that young children learn through play and by engaging in well-planned and structured activities. Teaching in the EY classes builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

6.3 The EY teachers continually assess the skills development of each child

and record this using 2BuildaProfile. This assessment forms an important part of the future curriculum planning for each child.

6.4 We are well aware that all children need the support of both parents and the teachers to make good progress in school. We strive to build positive links with parents by keeping them informed about how their children are being taught and how well they are progressing. Parent can access and add to the electronic profile.

## **7 Key skills**

7.1 We have identified basic skills of Maths, reading and writing and soft skills in line with our values of our 9 habits.

7.2 In our curriculum planning in all subject areas, we emphasize these skills, so that the children's progress in all of these areas can be identified and monitored. We use class talk partners to promote collaborative learning.

7.3 We achieved the basic skills award this year in 2014 in recognition of our efforts and impact in this area.

## **8 The role of the curriculum leader**

8.1 The role of the curriculum leader is to provide a strategic lead and direction for the subject, support and advise colleagues on issues related to the subject, monitor pupils' progress in that subject area and provide efficient resource management for the subject.

8.2 It is the role of each curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school by engaging in MRE and plan for improvement; these plans are documented in curriculum development plans and therefore the academy development plan. This development planning links to whole-school objectives.

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

8.5 Curriculum leaders have fortnightly supervision with DH.

## **9 Monitoring and review**

9.1 The Principal and Deputy Principals are responsible for bringing together the curriculum vision, the curriculum leaders for ensuring the vision is put into practice, while Phase Leaders are responsible for the day-to-day organization of the curriculum ensuring that all classes are taught to suit the needs of the children.

9.2 Curriculum leaders monitor the way their subject is taught throughout the school. They keep up to date with new developments in their subject and advise teachers of appropriate teaching strategies.