

Oakdene Primary School

'Growing and Learning Together'



Responsibility Respect Friendship Honesty Determination Pride

Intent

Oakdene's bespoke curriculum is broad and balanced ensuring that we develop children who are aware of the impact of the past, are learning about life in the present and are prepared to deal with the changes of the future. Through our School Values we aim for our children to be inquisitive, enthusiastic, tolerant, respectful and happy individuals with the ability to prosper in a diverse society. High expectations in the core and foundation subjects enable our children to confidently move onto the next stage of their learning. All children, irrespective of background, needs or abilities are entitled to a wide-ranging curriculum and we consider cultural and social capital, and physical and mental well-being as essential aspects of the curriculum, helping us to develop children who are comfortable in their own minds and skins and able to enhance their social, moral and cultural understanding.

Implementation

English and mathematics underpin all the work that we carry out, with reading at the heart of all work, enabling children to access the full curriculum. Learning is carefully planned for each year group ensuring progression throughout the School years. The curriculum is not narrowed and all children undertake all subjects throughout each year group. Clear, strategic planning around quality texts allows the curriculum to be dynamic and is adapted to the needs of Oakdene children. Developing a wide range of vocabulary is key to the knowledge that children learn and retain.

Our curriculum has high expectations for all children and we embody this in day to day teaching. Teachers' planning shows thought is given to prior learning, building on skills and knowledge already achieved and is responsive to individual children's needs. We aim to teach our children how to retain information and facts while also developing knowledge and skills across all areas of the curriculum. Our feedback processes ensure that children can make good progress in their learning.

Our curriculum includes the wider area of cultural and social aspects to ensure that all our children receive a well-rounded and extensive offer to enhance their learning and life skills. Children in all year groups are offered trips and enhancements closely linked to the curriculum. Cultural Capital is a major strand of our curriculum ensuring children are prepared for their future stages of education and work. In a constantly changing world, we recognise that our children will need to have transferrable skills and we aim to develop this skill for all our children.

Impact

We are constantly reviewing the curriculum offer which we give to Oakdene children. In-depth monitoring ensures that all children are receiving the broad and balanced curriculum they are entitled to with clear progression in all subjects. Senior Leaders work with Subject Leaders to review learning, evaluate pupil voice and provide feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team work together to embody our vision and values through the curriculum. We aim to ensure that all children make good progress in all subjects and we do not confuse this with coverage. We plan activities so learning is embedded and knowledge is retained. Feedback from Children and Parents shows that they value the curriculum we offer and Parents attend many workshops, sharing sessions and information meetings. We aim to ensure that at Oakdene we can 'Grow and Learn Together' for all our children to be healthy, well-educated and happy individuals.

Rationale

To ensure we were able to achieve all this, we designed a curriculum bespoke to Oakdene, but using the best elements of schemes (tailored to our children).

In English, to gain a consistent approach that made use of a strong spine of appropriate texts for each year group, we decided to use the Pathways to Read and Pathways to Write schemes. These tie in well with each other, but also with other curriculum topics, enabling children to revisit and enhance learning across the curriculum. Gateway and Mastery Keys show the important teaching and learning in each term. In Maths, we use the White Rose long-term plan to ensure all national curriculum objectives are delivered in an appropriate and well-structured way. Teachers plan weekly lessons using this as a basis, but also using strong resources from elsewhere to enhance the learning, especially with regard to problem solving and reasoning, and to ensure all of our children are challenged in the best way. For Science, the clear year-by-year objectives in the national curriculum were put in place by the Science subject leader in a clear topic overview.

In foundation subjects, we developed our own set of milestones to sit alongside the national curriculum as endpoints in each subject. We believed that individual lesson objectives were not delivering the progressive curriculum we wanted and, after discussion as a staff and with our school improvement partner, decided to move to a milestones approach, very similar in style to the Keys in Pathways to Read and Pathways to Write. In each of EYFS, KS1, LKS2 and UKS2, milestones were created that would not be only hit once, but revisited across different topics, enabling children to properly master those skills. This process was begun with History. Following whole staff training, teaching staff worked together to create a series of milestones that showed clear progression and which aligned closely with curriculum expectations (including the EYFS curriculum), also ensuring that topics were taught in a meaningful and chronological way with key questions to focus the learning. We also ensured that the long-term planning gave opportunity and expectation for British values and our six school values to be included within subject medium-term planning.

Having developed this approach in History as a whole staff, individual subject leaders (alongside the curriculum leader) then developed milestones and a topic overview in a similar way for the other foundation subjects. Milestones were carefully chosen linked to the national curriculum and to objectives in published schemes (e.g. Charanga for Music; Knowsley Computing scheme). This would ensure a consistency of approach across subjects, opportunities to revisit and master milestones to enable higher quality progression, and clear endpoint expectations to align with the National curriculum.

Further details on the rationale for individual subjects at Oakdene can be found on the individual subject statements available on the school website.

Inclusion & Equal Opportunities

In line with the National Curriculum expectation that the majority of pupils will work through the curriculum at the same rate, all children are provided with a curriculum that enables them to succeed. Most children will access the same task. However, challenge can be adapted in the following ways:

- Use of visuals & word banks
- Different ways of recording, including technology
- Scaffolded support from learning assistants
- Grouping children in mixed ability groups
- Higher order questioning
- Use of open-ended tasks that enable children to show deeper thinking

Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Health & Safety

All relevant risk assessments are carried out for class work and trips. Activities are planned with due regard to our Health & Safety policy.

Internet Safety

Technology is used across the curriculum to enhance children's learning experience. In line with our E-Safety Policy, children are always reminded of the safe use of the internet and their responsibility when using technology in school.