

Curriculum Policy

Oatlands Junior School



Approved by:	LGB	Date: June 2023
Last reviewed on:	June 2023	
Next review due by:	June 2024	

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Our World of Learning

We follow the National Curriculum to deliver a varied, aspirational curriculum to all pupils. We offer wider and extra-curricular activities, above the National Curriculum. We have used our knowledge of our pupils and community to develop three curriculum threads:

- Promote Equality and Diversity
- Provoke Curiosity
- Embed Safe Behaviours



These threads are woven through each subject, alongside individual subject pedagogy, to ensure our learners benefit from a purposeful curriculum.

1. Vision

At Oatlands, our curriculum is rich, inclusive and innovative. Learning extends beyond the classroom through our outdoor environment and extra-curricular opportunities, involving pupils, parents and the local community. Our children are immersed into interesting and fun topics, that develop lively, **enquiring minds** as they gain essential knowledge, skills and understanding. Our curriculum encourages children to imagine and create, to make links through well-connected knowledge and **celebrates diversity**. They learn how to **keep themselves safe** and interact with the digital world as independent and enterprising learners.

From ‘Our World of Learning’ we want all our children to go out into the world as responsible, confident citizens in a global community, making a positive contribution as life-long learners.

2. Aims

Our curriculum aims to:

- Provide a broad, creative and balanced curriculum for all pupils.
- Enable pupils to develop knowledge, understand concepts and acquire skills, applying these in relevant situations.
- Have high expectations of all pupils, with appropriate levels of challenge and support, so that they can go on to achieve their full potential.
- Develop enquiring and lively minds to enable children to thrive in an ever changing world.
- Actively promote the fundamental British values, both inside and outside the classroom, supporting pupils’ spiritual, moral, social and cultural development.
- Support pupils’ physical development and responsibility for their own health and mental well-being.
- Inspire pupils to develop a lifelong love of learning and prepare them for life in modern Britain.

We have 3 Curriculum Threads which run throughout which aims to:

Provoke Curiosity:

Most of our pupils are language rich and interested in current affairs – they have an awareness of the wider world; our curriculum aims to both support and develop this. We help them to make connections through the resources we use. We intrigue children and help them to make links to their prior knowledge or previous experiences, both inside and outside of school.

Promote Equality and Diversity

- How can we look at the curriculum through the lens of equality and diversity?
- Consideration to diversity of: gender, race, religion, ethnicity, socioeconomic status, ability and disability.
- Resources should preserve and respond to diversity.
- How do we acknowledge difference and value diversity through lessons and experiences in school?
- We aim to develop responsible citizens by engaging pupils in varied experiences to shape their ideas and values.

Embed Safe Behaviours

We firmly believe that school should be a safe environment for pupils and staff; a place that promotes respect and diversity. We consider emotional safety as well as physical safety and know that when a child feels safe and knows how to keep themselves and others safe, they are more likely to be able to engage in their learning, manage their emotions and ask for support when they need it.

Our curriculum embeds safe behaviour both through our robust safeguarding procedures and our curriculum. We believe embedding safe behaviours and safeguarding is everyone's responsibility. We teach children how to be safe when dangers present themselves inside and outside of school, to be aware of environmental dangers and dangers online.

OJS Passports

In addition to the curriculum knowledge that we deliver, we also aim to develop lifelong skills that will play a major role in their learning both at school and in later life. The [OJS Passport](#) is designed to further support delivery of the wider curriculum offer at Oatlands Junior School. Beyond the classroom, we offer a wide range of extra-curricular activities, outside of the school day e.g. sporting clubs. We also offer wider curriculum activities within the school day e.g. Planetarium visit linked to the Earth and Beyond science topic in Y5.

<https://www.oatlandsjunior.co.uk/curriculum/ojs-passports/>

3. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

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](#).

It complies with our funding agreement and articles of association.

4.Roles and responsibilities

4.1 The Local Governing Body

The Local Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Local Governing Body will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets, through the SIP and SEF.

The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

The school is complying with the statutory requirement to make provision for a daily act of collective worship and to teach Religious Education.

Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

4.2 Headteacher

The headteacher is 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.

4.3 Deputy Headteacher and Subject Leaders

The DHT is the Curriculum co-ordinator and responsible for working alongside Subject Leaders, ensuring the Curriculum is delivered to all pupils in school. The DHT and Subject Leaders liaise with colleagues from Oatlands Infants School to ensure continuity and progression. Each Subject Leader has a vision for their subject on curriculum web pages that are regularly updated, which can be found on the school web site:

<https://www.oatlandsjunior.co.uk/curriculum/>

5. Organisation and planning

- The National Curriculum will be taught to all pupils. Programmes of Study for the subjects of the National Curriculum are followed for each year group.
- We create Curriculum overviews to share with parents the key learning for each subject in that term. Subject leaders have subject long-term plans that show progression within and across KS1 – KS2. The long-term plans also identify key vocabulary and links to SMSC and the Fundamental British Values. Year Leaders have created medium term plans which map out the teaching and learning for their year group.

Core Subjects

These are taught in discrete lessons with cross-curricular links where appropriate.

- **Maths** lessons are designed to ensure children become fluent in the fundamentals of mathematics, through varied tasks around a skill. Children develop conceptual understanding as well as the ability to recall known facts. Children are also taught to reason and problem solve, through identifying patterns, eliminating processes, proof and justification using taught mathematical vocabulary. Consistency across classes and year groups is ensured through the [calculation policy](#). We encourage all children to extend their learning in maths through the use of Dive Deeper tasks. Every child is able to access the Dive Deeper tasks through support and guidance. We use reasoning sentence stems to enable learners to have a rich knowledge of a maths topic enabling them to apply and link their learning to other areas of maths. We promote curiosity through engaging with the Continuity Programme which ensures that the maths journey continues for all children, with a special focus on children in Y5 through to Y8. **See maths Guidance.**
- **English** lessons are designed to build on children's reading, writing, grammar, spelling and vocabulary skills. Much of the writing process is internal and so teachers model live writing (Jane Considine) to demonstrate the thought process involved in making writing choices. This is particularly important when teaching new writing skills. We build hinterland knowledge through stories of real-people, linked to important aspects of history. Children are given feedback on their writing, both verbally and using the [marking and feedback policy](#); this is part of their writing process. Non-fiction writing given status to prepare children for the working world. We put Reading for Pleasure at the heart of what we do so that children develop a lifelong passion for reading. Research shows strongly that if they have the will to read then pupils will find it much easier to develop the skill of reading. Reading skills and strategies are taught as a whole class to ensure all pupils have the access to the same exciting and challenging texts. Discussion and questioning are a key part of learning so that children develop a sense of wonder about what they read as well as the skills they need to build meaning. Quality texts are at the heart of our teaching and children are given frequent opportunities in foundation subjects to practice their reading skills and build connections and knowledge on a topic. **See English Guidance.**
- **Science** is taught in discrete lessons which develop both subject knowledge and the skills of scientific enquiry. Practical science is meaningful; we equip our children with the theoretical understanding and investigative skills they need for experimentation to be both effective and educational. The curriculum covers the five 'working scientifically' skills, which are revisited regularly. Children acquire knowledge using a range of resources, including quality science texts, iPads, online videos and enrichment opportunities. This knowledge base is secured in LKS2 and developed via practical application when topics are revisited in Years 5 and 6. We use the SNAP science programme of study. **See Science Guidance.**

Foundation Subjects

Individual subject policies can be found on the [website](#).

- Cross-curricular themes provide meaningful contexts for children's learning,
- RE is taught for one hour per week following the North Yorkshire Agreed Syllabus, where pupils learn about and from Religion. Opportunities for SMSC are taught as part of the RE Curriculum as well as promoting British Values.
- Geography and History are taught on alternate terms and where appropriate, this learning is cross curricular.
- Art and DT are taught in blocked units of work, where context is linked to the broader curriculum theme for that term. Art and DT are taught by a specialist teacher.

- Music is delivered through an external provider 'Junior Jam'. Year 3 Pupils learn to play the violin as part of wider curriculum opportunities. Private music tuition is provided by 'Encore!' during lunch times and after school.
- Computing is taught following the Purple Mash Computing schemes, pupils use the iPads to access this in lessons. E-Safety is weaved throughout the Computing Curriculum and promoted as part of pupil well-being.
- PSHE is delivered through the 'Jigsaw' scheme of work which includes Relationships and Sex Education, the 'Changing me' topic has been adapted – **see PSHE policy.**
- PE is delivered by a specialist PE teacher using expert plans. All pupils have access to the 'Daily Mile' challenge 3 times per week, including timetabled sessions. One PE lesson is delivered by a specialist coach and another by the class teacher. Year groups also have external trips once per year (swimming, badminton, squash). Sports Teams are run after school by a specialist PE teacher and teams have the opportunity to compete in competitions.
- French is delivered by the NYCC scheme of work and French Week is held bi-annually.
- Short term planning sets out clear learning objectives, a strategy for supporting and challenging individual pupils, as well as ensuring resources are used effectively.
- All teachers are responsible for planning and assessing the children they teach.
- Educational visits (both day and residential), in-house workshops, visitors and links with the local community all ensure the curriculum is current and relevant to learners.
- Homework is set where appropriate to link the curriculum with learning at home.

6. Inclusion

At Oatlands Junior School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We strive to ensure all children experience a fulfilment in learning every single day, delivered through our broad, ambitious curriculum. At OJS, we have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. We understand and acknowledge that some of our learners require additional support and/ or provision for them be able to embrace learning and to experience success and enjoyment within school. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations; **(Social, Emotional and Mental Health Difficulties)**
- Require a range of different teaching approaches and experiences for learning; **(Cognition and Learning)**
- Acquire, assimilate and communicate information at different rates; **(Communication and Interaction)**
- Require additional support and equipment to access the full curriculum. **(Sensory and/or Physical Needs)**

Supporting SEND and disadvantaged pupils to achieve across the curriculum

We want all children to achieve their full potential and the main way that we achieve this is through providing high-quality first teaching, day to day in the classroom, which caters for the varying needs of children in the class.

Sometimes, reasonable adjustments or intervention may be necessary to further support a child's development within a particular area of the curriculum or to help them develop their social skills, self-confidence, or self-esteem. These include, but are not limited to:

- 1:1 adult support
- Small group work, led by an adult
- Pre- and post-teaching of learning and vocabulary
- Use of iPad or laptop (Clicker 7) to support learning, with accessibility functions, Apps and voice instruction
- Scaffolded and modelled tasks to support pupils' independence, including differentiated writing frames.
- Chunking learning into manageable tasks
- Differentiated teacher questioning
- Practical resources to support understanding
- Individual visual timetables
- Social stories
- Check-ins and check-outs
- Word banks and memory aids
- A range of short-term interventions, designed to meet specific needs

7. Assessing the curriculum – Knowing, Understanding and Remembering More.

At OJS we are committed to our children knowing, understanding and remembering more. To ensure this happens in each lesson, we:

- Have a strong partnership with subject leaders at Oatlands Infant School, meeting them once a term to share updates within our curriculum, ensuring consistency and progression.
- Begin each lesson with a title or question, which the children will be able to answer at the end of the lesson.
- If a new topic is being taught, the first lesson starts recapping what the children should know if this topic has been taught already.
- How each subject is assessed is detailed in the table below.
- Classroom displays are used as tools for learning, where each lesson new knowledge is added to the board. Communal displays celebrate learning by showcasing stand-out pieces of work.

How we assess

We use a range of sources, when assessing a pupils learning including:

- day-to-day formative assessment – e.g. low-stakes recap Q&A (weekly spellings and tables, plus other areas of the curriculum chosen by the teacher, feedback and marking following in school guidance.
- in-school summative assessment using NTS termly tests
- Moderation with subject leaders.

8. Monitoring arrangements.

Monitoring

Standards of teaching and learning across the school are monitored by:

- Year Leaders regularly during PPA and SLT meetings
- Maths and English subject leaders, each half term, including pupil voice.
- Foundation subject leaders, termly, including pupil voice.
- HT regular learning walks and pupil discussions in '*Scarth's Celebrations*'
- All Governors have a link subject role working closely alongside subject leaders offering challenge and support.
- Alternate Governor meetings are held within the school day to allow for discussions with pupils and staff.

Evaluating our effectiveness through monitoring:

- Planning
- Assessment and Data Analysis
- Learning Walks
- Classroom environment
- Book Look
- Pupil Interviews
- Year Leader and Subject Leader meetings with DHT, HT, Governor and RKLT Director of Primary Education

The Local Governing Body monitors whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Meetings with Subject Leaders (LGB members with specific curriculum responsibility)
- Attending monitoring staff meetings
- Attending school and community events
- Meetings with Pupil Voice Groups
- Scarth’s Celebrations is held weekly for pupil discussions with subject leader and link governor.

The Headteacher, Curriculum Leader and Subject Leaders monitor the way each subject is taught throughout the school by:

- Updated class timetabling for curriculum coverage.
- Disseminating specific curriculum updates, including statutory guidance.
- Termly meetings with the Headteacher and Subject Leaders.
- Peer Reviews.
- Year and phase group and cross- key stage moderation meetings.
- Learning walks and lesson observations.
- Planning and book scrutinies.
- Pupil interviews.
- Resource and storage audits.
- Joint staff meetings with Oatlands Infants School.

The Curriculum Leader and Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Headteacher and Curriculum Leader. At every review, the policy will be shared with the full governing board.

REVIEW: June 2024

8. Links with other policies

This policy links to the following policies and procedures:

- Assessment, Recording and Reporting policy
- Teaching and Learning Policy
- [SEND policy](#) and information report
- [Single Equality Scheme](#)
- Sex and Relationships Education Policy
- RE and Collective Worship Policy