

Oaklands School Curriculum Policy

Introduction

- The School's curriculum is 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. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge, skills and understanding, in order to achieve their true potential and to establish the building blocks for secondary education. We aim to teach the children how to study in order to help them become confident, self-disciplined individuals, capable of engaging in a lifelong process of learning.
- Our curriculum aims to promote not only the children's intellectual development, but also their social, moral, spiritual, cultural and emotional development. It is a continually developing area of everyday school life.
- 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 and logical thinking in our children, and to help them become independent learners. Above all, we believe in making learning fun.
- We plan our curriculum to challenge the children, to engage them in practical activities and to provide them with opportunities for co-operative learning.
- We acknowledge the need to continually review our current programmes of study to provide flexibility to meet the pupils' individual needs and to build on their prior learning.

Values

The main objective of the School is to educate the children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and to prepare them for the opportunities, responsibilities and experiences of later life. This is achieved through the curriculum.

These are the main values of our school, upon which we base our curriculum:

- We value the individuality of each child, we listen to their views, and we promote respect for diverse cultures.
- We value the spiritual, moral, cultural and social development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
- We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will 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 we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims

The aims of the school curriculum are:

- To provide a balanced and broadly based curriculum in line with the National Curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- To give the children opportunities to develop the prime skills of speaking and listening, as these are the essential tools for learning to read, to write, to be numerate and indeed, to be successful in virtually all the learning our children undertake at school and elsewhere.
- To ensure that the areas of learning for children under five and the subjects and courses offered to older pupils at each stage of the School:
 - Contribute effectively to their intellectual, physical and personal attainment and development
 - Are appropriate for their age, ability and ethnicity
 - Prepare them for the next stage of their education
- To ensure that the curriculum is planned to provide continuity and progression of learning between year groups and key stages.
- To ensure that there is equality of access and opportunity for all pupils to learn and develop their skills to the best of their ability, and to make progress.
- To ensure that the School meets the curricular requirements of those pupils who require special provision, including learners with difficulties and/or disabilities, special educational needs, very able pupils, and those for whom English is a second language.
- To enrich the curriculum by offering a variety of extra-curricular activities, including sport, Music, languages, art and drama in order to offer pupils the opportunity to develop and extend their individual talents and to increase their self-confidence and social skills, thereby providing experiences in physical, aesthetic, creative and personal learning situations.
- To provide a range of opportunities within the school day and the curriculum for personal, moral, cultural and social development; to teach children to have an awareness of their own spiritual, emotional and health development which reflects the School's aim and ethos, to distinguish right from wrong, and to grow up committed to equal opportunities and tolerance for all.
- To offer educational opportunities which enable children to be creative and to develop their own thinking and initiative to become confident, independent learners.
- To enable children to have respect for themselves and high self-esteem, and to live and work co-operatively with others in our multi-cultural society.
- To promote a positive attitude towards learning so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To prepare pupils for the various entrance tests which they sit both at 7+ and 11+, and the yearly internal NFER exams.
- To offer additional opportunities and experiences that enhance learning in National Curriculum subjects.
- To provide the learning environment to prepare for the opportunities, responsibilities and experiences of adult life.

Implementation of Aims

- The curriculum is broad in that it offers all subjects required in the National Curriculum with the additional subjects: French, Drama, Reasoning and Current Affairs. It is balanced in that all pupils are taught Arts, Humanities, ICT and Science. Art, DT, History and Geography are combined together in a Topic-based curriculum throughout KS1 and KS2 with cross-curricular links created with other subjects such as ICT, Music and Science wherever possible. This, combined with the extra-curricular programme, ensures that all pupils receive a well-rounded education with plenty of opportunities to develop their individual talents.
- The Deputy Head oversees, and regularly reviews the curriculum in the Foundation Stage in consultation with the Foundation Stage staff. The Assistant head responsible for the curriculum, oversees and regularly reviews the Key Stage 1 and Key Stage 2 curriculum in consultation with the Subject Co-ordinators and class teachers. The criteria stated in aim 3.2 are adhered to in the regular curriculum review.
- The Assistant Head responsible for the curriculum, consults with the Lower School Co-ordinator to ensure continuity from the Foundation Stage to Key Stage One and with the Upper School Co-ordinator to ensure continuity from Key Stage 1 to Key Stage 2. The Subject Co-ordinators are responsible for ensuring continuity throughout Key Stages 1 and 2 and for checking for overlaps in content across the different subjects. They are responsible for providing clear schemes of work indicating the subject matter to be covered in each subject in each year group in consultation with the class teachers.
- All pupils cover the same basic syllabus. Delivery is, however, differentiated according to the needs and ability of each child. This is mainly achieved through differentiated group and individual work. Support teachers help either within the classroom with a particular group or by withdrawing a group or individual from the class. In Transition and Form 1 each child reads individually at least three times a week and if possible every day.
- The School SENCO is responsible for assessing the needs of all pupils in the School with special needs such as Dyslexia and for advising class teachers on writing Individual Educational Plans. She provides support and advice to staff, parents and pupils, liaises with external agencies and monitors and develops special needs provision within the School. Class teachers ensure that children whose first language is not English receive extra individual support in English, if necessary. (Follows Special Educational Needs Policy and EAL policies).
- Class and specialist subject teachers are responsible for identifying those pupils who require special help, including those categorised as gifted or talented. The Assistant head responsible for the curriculum, the Gifted and Talented Co-ordinator, the appropriate Subject Co-ordinator and the class teacher will ensure that the educational programme offers suitable challenges to the gifted and talented pupils. A register of gifted and talented pupils is kept together with examples of their work to record their progress. The School's strategy and provision for these pupils is continually reviewed (further details can be found in the Gifted and Talented Policy).
- The Assistant head responsible for the Extra-curricular programme oversees and regularly reviews the provision of extra curricular activities, ensuring a balance of opportunities in Sport, Art, Music, Drama, Languages and other activities are available to enhance the curriculum.
- The RE and PSHE Co-ordinator together with the Headmistress, Deputy Headmistress and class teachers plan a programme during assembly and RE/PSHE time to educate the pupils in their personal, social, moral, cultural and spiritual development. A number of speakers are invited to take assembly during the year to talk about different religions and charities. A health visitor or nurse is invited to talk to Key Stage 2 pupils about health issues and sex education and a policeman visits all classes to talk about issues such as safety and drugs. Health issues are also covered in Science lessons.

- The Lower School and Upper School Co-ordinators work with the class teachers in Key Stage 1 and 2 to ensure that pupils are prepared thoroughly for entrance tests to local schools at 7+ and 11+. There is a strong emphasis on progress in English and Mathematics and pupils are taught reasoning from U11 to IVth Form. All pupils who are going for interviews at other schools for 7+ or 11+ entry are offered mock interviews by the Headmistress. Science is also regarded as a core subject in the KS1 and KS2 curriculum.
- Creativity is encouraged in every aspect of the curriculum but particularly in English writing, art, DT, Music, drama and dance. Children are encouraged to contribute their own ideas and to think for themselves. Initiative and creative ideas are encouraged throughout the curriculum. All classes perform a Musical show for their parents every year with U11/IVth Form performing their show at a larger church/assembly hall in the local community.
- The curriculum is enhanced by educational visits and special events/visitors in school, which support study in school (e.g. a visit to Kentwell for L11 when studying the Tudors or a Viking Day in school for U11 when studying the Vikings). Year 3 pupils have the opportunity to attend an overnight 'World Challenge' camp on the school site. This is extended to a 3 day residential visit to a PGL Centre for Years 4 and 5, culminating in a 5 day residential visit for Year 6. Through these trips, pupils learn to cultivate self-discipline, self-esteem, confidence, responsibility and tolerance.

Curriculum Content

- The School's curriculum with the exception of the Foundation Stage is based as a minimum on the National Curriculum and the requirements of entrance examinations to local schools at 7+ and 11+ which involve the teaching of verbal and non-verbal reasoning skills. French is included in both Key Stages of the curriculum and in Reception, and forms an enjoyable introduction to foreign languages .
- In the Foundation Stage the curriculum is based on the six areas of learning. ICT forms an integral part of the curriculum of each key stage. The curriculum is further enriched by a special emphasis on participation and achievement in the performing arts and in sport.

Organisation and Planning

- The curriculum is planned in three phases. A long term plan is agreed for each key stage, in each subject, which indicates what topics are to be taught in each term, and to which groups of children. These long term plans are reviewed on an annual basis.
- The medium term plans provide clear guidance on the key skills, learning outcomes (including differentiation) suggested activities and teaching strategies for each topic. Many of these are taken directly from the QCA guidance documents. The national schemes of work are also used for much of the medium- term planning in the foundation subjects. Each session is evaluated on these plans in terms of pupil achievement and understanding and how successful the lesson was. The Assistant Head responsible for the curriculum and relevant subject co-ordinators receive copies of the medium-term plans on a termly basis. They are used for future planning and analysis of pupil's progress, and provide the Subject Co-ordinators with an overview of their subject across all the age groups within the School.
- The short-term plans are written by the teachers on a weekly or daily basis in their teacher's planner. These set out clearly the learning objectives for each session(s), and identify what resources and activities are to be used in the lesson. These plans include information regarding differentiated tasks and the use of the learning support staff in the classroom.

- The School has established a systematic phonic scheme of work throughout all three key stages to provide the children with decoding and encoding skills for reading and spelling.
- In the Foundation Stage, and in certain areas at KS1, an inter-disciplinary topic approach to curriculum planning is adopted. There is a coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- In KS2 the National Curriculum subjects are taught separately, with French, ICT, Music, PE and Science taught by specialist teachers. In KS1 and KS2, Humanities (History and Geography), Art and D/T are taught through a topic based approach. Some classes may however, concentrate on a historical topic for one term and then switch to a topic with a greater geographical emphasis in the next term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. Cross-curricular links in KS2 subjects occur when appropriate. ICT is used to enhance learning across the whole curriculum.

The Curriculum and Inclusion

- The curriculum is designed to be accessed by all children who attend the School.
- The School does all it can to meet the individual needs of the children and complies with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need by completing the SEN Identification form (updated termly). In many instances the class teacher is able to provide the resources, differentiated tasks and educational opportunities that meet the child's needs within normal class organisation with the assistance of the Learning Support staff. This also applies to any child identified as 'gifted and/or talented' in any curriculum area. However, if appropriate, the SENCO/G&T Co-ordinator organise teaching time outside the classroom (see SENCO/G&T policies for more details) to provide individual help/extension activities to these particular children at specific times during the academic year.
- A review date is set for every child with a SEN Identification form. If insufficient progress has been made, the class teacher, SENCO and learning support assistant set and record targets on the Individual Target Setting form.
- Alternatively, it may be necessary to place the child on School Action, using the Individual Education Plan form.
- If adequate progress is not made, at School Action Level, it may be necessary to move the child to the next level, School Action Plus, when the parents of the child concerned will be advised to seek professional advice. (See School SEN Policy and Gifted and Talented Policy for more details).
- The School is committed to making reasonable adjustments to meet the needs of children who have disabilities, as it is to meeting the needs of all groups of children in the School. All reasonable steps are taken to ensure that these 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.

The Early Years Foundation Stage

It is our aim to plan effectively and provide continuity and progression in learning. At Oaklands School, the children's learning in the Early Years department is based on the Early Years Foundation Stage May 2008 as recommended by DCSF.

The following four principles form the basis of the EYFS:

• A unique child	every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
• Positive Relationships	children learn to be strong and independent from a base of loving and secure relationships with parents and or a key person.
• Enabling Environments	the environment plays a key role in supporting and extending children's development and learning.
• Learning and Development	children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

The Early Years Foundation Stage curriculum is covered by child-initiated and adult-led activities which includes the following areas of learning:

- personal, social and emotional development;
- communication, language and literacy (including Read, Write Inc sessions, 4 x 30 minutes per week);
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world (including History / Geography / RE / Science/ ICT / Design and Technology);
- physical development;
- creative development (including art / Music / drama).

It is extremely difficult to allocate a certain length of time to each of the above areas of learning as the activities planned and offered to pupils are very cross-curricular and are topic-based, e.g., colours in Lower Kindergarten; people who help us in Garden Room; dinosaurs in Transition.

There is some specialist teaching in the Foundation Stage which is shown in the table below:

Early Years Foundation Stage: Specialist Provision

Lower Kindergarten (rising 3 years)	
Specialist Provision	Time allocation per week
Physical Development: PE/Dance	Approx 40 minutes
Creative Development: Music	Approx 60 minutes
Garden Room (rising 4 years)	
Specialist Provision	Time allocation per week
Physical Development: PE/Dance	Approx 90 minutes
Creative Development: Music	Approx 80 minutes
Transition (rising 5 years)	
Specialist Provision	Time allocation per week
Physical Development: PE/Dance	Approx 115 minutes
Creative Development: Music	Approx 75 minutes
Knowledge and Understanding of the World: ICT	Approx 30 minutes
French	Approx 30 minutes

The Role of The Subject Co-ordinator

- The role of the subject co-ordinator is to:
 - Provide a strategic lead and direction for the subject throughout key stages 1 and 2;
 - Support and advise colleagues on issues related to the subject;
 - Monitor pupil's progress in that subject area including the less able and the gifted/talented pupils;
 - Provide efficient resource management for the subject;
 - Provide a link between the Early Years and KS1/KS2 Programmes of Study.
- Each subject co-ordinator should keep up-to-date with developments in their subject, at both national and local level.
- The subject co-ordinator reviews the way the subject is taught in the School, monitors resources, makes lesson visits and provides constructive feedback, ensures that cross-curricular activities are included in schemes of work and plans for improvement. This subject development planning links to whole school objectives.
- Each subject co-ordinator annually reviews the curriculum plans for the subject in liaison with the class teachers to ensure that there is full coverage of the National Curriculum and monitors that progression is planned into schemes of work.
- The subject co-ordinator also keeps evidence of childrens' work to illustrate the achievements of children at each key stage, and to exemplify the attainment expected at each level.
- The subject co-ordinator should be available to assist the class/specialist teacher to identify a gifted/talented child in their subject area.
- The subject co-ordinator is responsible for providing the class teacher with appropriate teaching resources for the less able and gifted/talented pupils. (Refer to Gifted and Talented Policy).
- The subject co-ordinator will assist the Assistant Head responsible for the curriculum in monitoring the quality of provision for these children within the School's curriculum and timetable.
- The subject co-ordinator will assist the Assistant Head responsible for the curriculum and class/specialist teacher in providing informed feedback to parents about their child's progress.

Allocation of Time

Lower Kindergarten attend two assemblies per week. They have lessons with specialist teachers for Music, PE and dance and are otherwise taught by their class teachers. Their curriculum is based on the Early Years Foundation Stage but is very flexible so as to take into account the individual needs and development of each child. Lessons are in the mornings only (9.00 am to 12 noon). Total teaching time: 11 hours 50 minutes, excluding assemblies and breaks.

Garden Room attend two assemblies per week. They have specialist teachers for Music, PE and dance and are otherwise taught by the five key workers, who arrange activities which cover the Early Years Foundation Stage. All pupils attend lessons in the mornings (9.00 am to 12 noon). Parents may choose how many afternoon sessions they wish their children to attend. (1.15 pm to 3.00 pm). Total teaching time: 11 hours 50 minutes (mornings only), 20 hours 35 minutes (5 full days).

Transition attend two assemblies per week. The time before assembly on Wednesday is form time. They have specialist teachers for Music, French, PE, ICT, football and dance and are otherwise taught by their

class teacher and learning support assistant. The curriculum is based on the Early Years Foundation Stage.

Form 1 attend two assemblies and one hymn practice per week. The time before assembly on Wednesday is form time. They have specialist teachers for Music, French, PE, ICT, football, dance and Science and are otherwise taught by their class teacher and learning support assistant. The curriculum is based on the national curriculum.

LII attend two assemblies and one hymn practice per week. They have specialist teachers for Music, French, PE, ICT, football, dance, Science.

III to IVth Form attend one assembly and one hymn practice per week. They have specialist teachers for Music, PE, ICT, swimming, dance, Science and French.

In most year groups drama is taught via the annual class show which usually incorporates drama, Music and dance. In the term in which the show is performed, Music and other curriculum time is used to rehearse for the show. There is a strong emphasis on performance in the School. Pupils also perform to other classes in assembly time.

Key Stage 1 Curriculum

Form 1 (5 – 6 years)

Subject	Time allocation per week	% teaching time
Literacy (Additional to this, children have 1:1 reading throughout the week)	5h	24.9
Numeracy	4h	20
Science	1h 30m	7.5
ICT (Additional to this, children have access to the Interactive Whiteboard in the classroom)	1hr	5
Topic (Includes Humanities, Art and Design and Technology)	2hrs	10
RE and PSHE also includes assemblies	1hr 25mins	7
French	30m	2.5
Music	1h	5
PE (Includes Games, football, dance and gymnastics)	1 hr 30 mins	7.5
Changing for PE	45 mins	3.7
Registration	25 mins	2
TOTAL	20 hrs 5 mins	100 (100.1)
Activity afternoon every other week, including outdoor activities, cooking, drama, Art and DT	1 hr	5

LII (6 – 7 years)

Subject	Time allocation per week	% teaching time
Literacy (Additional to this, children have 1:1 reading throughout the week)	5h	24.6
Numeracy	4h	19.7
Science	1h 45m	8.75

ICT (Additional to this, children have access to the Interactive Whiteboard in the classroom)	1hr	4.9
Topic (Includes Humanities, Art and Design and Technology)	2hrs	9.9
RE and PSHE also includes assemblies	1hr 25mins	6.9
French	30m	2.5
Music	1h	4.9
PE (Includes Games, football, dance and gymnastics)	1 hr 30 mins	7.4
Changing for PE	45 mins	3.7
Registration	25 mins	2
TOTAL	20 hrs 20 mins	100 (100.15)
Activity afternoon every other week, including outdoor activities, cooking, drama, Art and DT	1 hr	4.9

Key Stage 2 Curriculum

Year 3 - U11

SUBJECT	Time allocation per week	% teaching time
Numeracy	4 hrs 45 mins	19
Literacy	5 hrs 45 mins	23
Science	2 hrs	8
ICT (Additional to this, children have access to the Interactive Whiteboard in the classroom)	1 hr	4
Reasoning	30 mins	2
TOPIC (includes Humanities, Art, DT)	2 hrs 45 mins + 1 hr activity	15
Music	1 hr	4
PE (including gymnastics, Games, dance, swimming)	2 hrs	8
French	30 mins	2
RE/PSHE (includes assembly time)	1 hr	4
Changing time for PE and writing homework diaries	1 hr + 30 mins travel	6
Registration	25 mins	2
Orchestra/Class based activities	45 mins	3
Total	25 hrs	100
Activity afternoon every alternate Friday for 1 hour includes drama, cookery, Art, DT, problem solving, outdoor activities		

Key Stage 2 Curriculum

Year 4 - L111

SUBJECT	Time allocation per week	% teaching time
Numeracy	4 hrs 35 mins	18.1
Literacy	5 hrs 50 mins	23
Science	2 hrs	7.9
ICT (Additional to this, children have access to the Interactive Whiteboard in the classroom)	1 hr	3.9
Reasoning	1 hr	3.9
TOPIC (includes Humanities. Art, DT)	3 hrs	11.8
Music	1 hr	3.9
PE (including gymnastics, Games, dance, swimming)	3 hrs	7.9
French	30 mins	2
RE/PSHE (includes assembly time)	1 hr 30 mins	8.6
Changing time for PE and writing homework diaries	1 hr 5 mins	4.3
Registration	25 mins	1.6
Orchestra/Class based activities	45 mins	3
Total	25 hrs 40 mins	99.9
Activity afternoon every alternate Friday for 1 hour includes drama, cookery, Art, DT, problem solving, outdoor activities		

Key Stage 2 Curriculum Year 5 - U111

SUBJECT	Time allocation per week	% teaching time
Numeracy	4 hrs 20 mins	15.7
Literacy	6 hrs	23.6
Science	2 hrs	7.9
ICT (+ children access classroom Interactive Whiteboard)	1 hr	3.9
Reasoning	1 hr 35 mins	6.2
TOPIC (includes Humanities. Art, DT)	5 hrs	7.9
Music	1 hr	3.9
PE (including gymnastics, Games, dance, swimming)	2 hrs 30 mins	9.8
French	1 hr 15 mins	5
RE/PSHE (includes assembly time)	2 hrs 10 mins	8.5
Changing time for PE and writing homework diaries	45 mins	3
Registration	25 mins	1.6
Orchestra/Class based activities	45 mins	3
Total	25 hrs 25 mins	100
Activity afternoon every alternate Friday for 1 hour includes drama, cookery, Art, DT, problem solving, outdoor activities		

**Key Stage 2 Curriculum
Year 6 – IVth Form**

SUBJECT	Time allocation per week		% teaching time	
	Autumn	Spring/Summer	Autumn	Spring/Summer
Numeracy	6 hrs	5 hrs	24	20
Literacy	6 hrs	5 hrs	24	20
Science	2 hrs	2 hrs	8	8
ICT (+ children access classroom Interactive Whiteboard)	1 hr	1 hr	4	4
Reasoning	1 hr	0 hrs	4	0
TOPIC (includes Humanities, Art, DT)	3 hrs	4 hrs	12	16
Music	1 hr	1 hr	4	4
PE (including gymnastics, Games, dance, swimming)	2 hrs	3 hrs	8	12
French	1 hr	1 hr	4	4
RE/PSHE (includes assembly time)	1 hr	1 hr	4	4
Changing time for PE and writing homework diaries	10 mins	10 mins	0.6	0.6
Registration	5 mins	5 mins	0.3	0.3
Orchestra/Class based activities	45 mins	45 mins	3.1	3.1
Total	25 hrs	25 hrs	100	100
Activity afternoon every alternate Friday for 1 hour includes drama, cookery, Art, DT, problem solving, outdoor activities	Taken from topic time on alternate weeks			

Monitoring and Reviewing

- The Headmistress is responsible for monitoring the way the school curriculum is implemented. Responsibility for the implementation of the aims also lies with the Assistant Head responsible for the curriculum, the Upper and Lower School Co-ordinators, the Subject Co-ordinators and the SENCO.
- The Headmistress is responsible for the day-to-day organisation of the curriculum. The Headmistress has access to a copy of each subject's medium term plan for every year group every term. The information included on these medium term plans help the Headmistress to ensure that all classes are taught the full requirements of the School's curriculum, and that all lessons have appropriate learning objectives.
- Each subject policy is reviewed and updated every 2/3 years by the appropriate subject co-ordinator, overseen by the Assistant head responsible for the curriculum.
- Subject co-ordinators write a Subject Development Plan every 2/3 years, which is then discussed with the Headmistress and Assistant Head responsible for the curriculum. Specific subject focuses become part of the School Development Plan.
- This policy will be reviewed every two years, or before if necessary.