



## Oakley Cross Primary School & Nursery

### School Mission Statement

*'We believe in respect and success for all'*

#### Our School Values

We want to instil in our children the core values of:

- Respect
- Resilience
- Confidence
- Kindness
- Tolerance

These values support the way in which all members of our school community can live and work together in a kind way. They support our school aims.

#### Our School Aims

At Oakley Cross we aim to provide a high quality curriculum, underpinned by strong teaching and learning and encourage every child to:

- **R**espect themselves, others and the environment
- **E**xpress their needs and feelings and recognise the needs of those around them
- **S**ucceed and reach their full potential by developing a positive work ethic and through high expectation and aspiration
- **P**ersevere when challenged, demonstrating resilience
- **E**nrich their lives through learning and seizing every opportunity to try new experiences
- **C**ontribute fully to school life and the wider community by developing confidence, self-esteem and independence
- **T**olerate others, embrace and celebrate difference and resolve problems appropriately

#### Appropriate Experiences

In order to shape our curriculum, deepen our children's knowledge and understanding and broaden children's vocabulary we recognise the need to:

- Provide a variety of enrichment opportunities including bringing visitors into school, visits to different places and residential stays and through outdoor learning
- Provide a variety of good role models for our children to develop their future aspiration and knowledge of the wide variety of career opportunities available to them
- Develop partnerships and collaborations within and beyond our local community and engage parents in the learning journey of their child(ren)
- Provide a literacy rich environment; developing spoken English through good role models, developing vocabulary and developing a love of books and reading
- Build on the foundations of our Rights Respecting Schools Award to instil values and morals
- Maintain our Healthy School focus including physical and mental health and wellbeing of our school community

## Curriculum Intent

Our school curriculum is designed:

- to enable our children to become respectful and successful adults in terms of being able to find employment in the future, to maintain healthy lifestyles and to be moral citizens
- to provide a relevant, progressive and well-structured academic curriculum which enables children to develop and master a broad knowledge and wide range of skills

## Curriculum Drivers

The following curriculum drivers underpin our school curriculum and allow us to deliver our school aims and values:

- Literacy - to unlock the power of language both spoken and written
- Respect - to develop respect for self, others and the environment
- Aspiration - to unlock hopes and develop ambition
- Wellbeing - to equip each child with the tools to maintain physical and mental wellbeing, resilience and a positive 'can do' attitude

Our academic curriculum is underpinned by our school aims and values and curriculum drivers and our academic curriculum follows the statutory EYFS or the National Curriculum as the basis for content and expectations.

<b>EYFS Curriculum</b>	<b>National Curriculum</b>	<b>Additional Curriculum Subjects</b>
<b>PRIME</b> Personal and Social Development, Communication and Language, Physical Development	<b>CORE</b> English, Maths, Science, SRE	RE PSHCE
<b>SPECIFIC</b> Literacy, Mathematics, Understanding the World, Creative Development	<b>FOUNDATION</b> Geography, History, MFL, Music, PE, Art & Design, Design Technology, Computing & Digital Literacy	

Our academic curriculum is structured providing for each key stage and year group:

- A clear list of what must be covered (see individual subject overviews and curriculum maps)
- Progressive knowledge and skills which will shape children as, for example, scientists or historians
- Specific 'non-negotiable' expectations in the core areas of reading, writing and mathematics in recognition of our school context and the educational starting points of many of our children as lack of skills in these areas can impact upon future success.

## Oakley Cross Curriculum Pledges

<p><b>Statutory Curriculum</b></p>	<p>Children in EYFS will receive:</p> <ul style="list-style-type: none"> <li>• Daily outdoor provision - both teacher led and child initiated</li> <li>• Daily maths teaching</li> <li>• Daily phonics/pre-phonics teaching</li> <li>• Daily rhyme time and singing</li> <li>• Story time twice per day linked to topics and child interests</li> <li>• Access to a full range of well-planned and well-resourced provision areas, enhanced regularly</li> <li>• Well-planned topic based activities to support development the prime and specific areas which form the foundations for future subject learning</li> <li>• 1 hour of timetabled physical development with other opportunities daily</li> </ul>	<p>Children in KS1 will receive:</p> <ul style="list-style-type: none"> <li>• Daily arithmetic teaching</li> <li>• Daily phonics/spelling teaching</li> <li>• Daily basic skills teaching of grammar and handwriting</li> <li>• Daily English lessons of which two must focus on the teaching of VIPERS for reading</li> <li>• Daily maths lessons</li> <li>• One History/Geography lesson per week</li> <li>• Two PE lessons per week</li> <li>• One computing lesson per week</li> <li>• One RE lesson per week</li> <li>• One PSHCE lesson per week</li> <li>• One Art/D&amp;T lesson per week</li> <li>• One music lesson per week</li> </ul>	<p>Children in KS1 and KS2 will receive:</p> <ul style="list-style-type: none"> <li>• Daily arithmetic teaching</li> <li>• Daily phonics/spelling teaching</li> <li>• Daily basic skills teaching of grammar and handwriting</li> <li>• Daily English lessons of which two must focus on the teaching of VIPERS for reading</li> <li>• Daily maths lessons</li> <li>• One History/Geography lesson per week</li> <li>• Two PE lessons per week</li> <li>• One computing lesson per week</li> <li>• One RE lesson per week</li> <li>• One PSHCE lesson per week</li> <li>• One Art/D&amp;T lesson per week</li> <li>• One music lesson per week</li> <li>• One MFL lesson per week</li> </ul>
<p><b>Whole Curriculum Dimension</b></p>	<p>Rights Respecting Schools:</p> <ul style="list-style-type: none"> <li>• One termly unit of work within the school year to be linked to RRSA e.g. World War and refugees, Rainforests and climate change</li> <li>• One focussed 'Family Group' activity per half term linked to RRSA themes</li> </ul> <p>Healthy Schools &amp; Wellbeing:</p> <ul style="list-style-type: none"> <li>• Daily skip2bfit/daily mile activities</li> <li>• Imoves sessions at least 3 time per week</li> <li>• All children experience cooking once per term; linked to D&amp;T, History, geography, Science and English. EYFS will be very much topic linked</li> <li>• Annual celebration of anti-bullying work</li> </ul>		

	<ul style="list-style-type: none"> <li>• Annual celebration of internet safety work</li> <li>• SRE/Puberty Discussion before the children leave school in Y6 - supported by the school nurse</li> <li>• Regular visits from the dentist to promote good dental hygiene routines for all children</li> </ul>
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<p><b>Wider Curriculum Experiences</b></p>	<p>Enrichment Opportunities:</p> <ul style="list-style-type: none"> <li>• At least one visitor in to school and one visit out of school per term for each class e.g. Jet &amp; Ben, Auckland Castle, Locomotion, Skip2bFit, Theatre</li> <li>• At least one community event per term e.g. Harvest, coffee morning, stay and play, open afternoon, Brass Band, Big Get Together</li> <li>• EYFS children to have one 'explorer day' per half term - working outdoors/exploring their local area</li> <li>• EYFS children to visit Devonshire House weekly</li> <li>• Y1 to Y6 to have at least one day per term working outdoors</li> </ul> <p>Leadership experiences:</p> <ul style="list-style-type: none"> <li>• Annual election of School Ambassadors</li> <li>• Annual election and training of E Cadets</li> <li>• Eco - Club</li> <li>• Annual election and training of Sports Leaders</li> <li>• Annual election and training of Guardians</li> </ul> <p>Sporting opportunities:</p> <ul style="list-style-type: none"> <li>• Y1 to Y6 to represent the school in at least one festival or intra-school competition</li> <li>• Annual Sports Day events for EYFS and Y1 to Y6</li> <li>• KS2 representation at competition events and in school games leagues</li> </ul> <p>Life skills:</p> <ul style="list-style-type: none"> <li>• Financial education through school book club savings, enterprise events, school bank</li> </ul>
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**Curriculum Implementation**

We have a statutory duty to follow the National Curriculum for KS1 and KS2 therefore, our curriculum has been designed with this in mind whilst understanding the needs of our children and community. The order in which skills and knowledge are taught, within subjects, has been carefully

thought out to ensure we build on prior knowledge, skills and experiences and that we use the wealth of opportunities to enhance learning that our local area provides. We also strive to enhance our children's vocabulary throughout the curriculum.

We recognise that our children learn best through a 'little and often' approach. We have therefore decided to timetable our curriculum where possible to offer the full range of curriculum subjects on a weekly basis. By using this approach, learning can be revisited on a much more regular basis and knowledge and skills can become more embedded. Teachers link learning where this is appropriate and texts used in English lessons are often used to enhance and embed learning from other areas of the curriculum. For example the text 'Stone Age Boy' is used to enhance the historical knowledge and skills children learn through History and this allows children to question and debate and understand the differences between facts and fiction.

**Important Curriculum Aspects**

Timetabling:

- KS1 and KS2 to have timetables in place which reflect the core, foundation and additional subjects to be covered
- Overt teaching of subject disciplines rather than 'topic' will be used e.g History
- Timetables reflect specific 'story time' for all children at least three times per week in KS1 and KS2 and daily in EYFS
- Timetables reflect time dedicated to listen to children read - at least three times per week in KS2 and daily in KS1 & EYFS
- Timetables for Y1 reflect appropriate transition

Language rich environment:

- Every class must have a book area/reading corner
- Every class Y1 to Y6 must have a key author reflected in the reading area e.g. Michael Morpurgo but change the focus text each half term
- EYFS focus text planned to link to topics and will include traditional tales, stories, non-fiction and poems/rhymes
- EYFS to have dedicated 'rhyme time' planned daily with songs and rhymes linked to topics, number work, interests, movements etc
- Timetabling reflects our focus on providing a Language and Literacy rich curriculum

Display to enhance learning:

- In KS1 and KS2 displays reflect key vocabulary for foundation and additional subject/topic work e.g. in History or RE
- In KS1 and KS2 working walls for English and Maths reflect key and relevant vocabulary
- EYFS, KS1 and KS2 must have a phonics and/or spelling display
- In KS1 and KS2 VIPERS for reading will be displayed

	<ul style="list-style-type: none"> <li>• In EYFS there will be a HFW/Tricky Word display to support YR</li> <li>• In EYFS there will be a dedicated maths display</li> <li>• In EYFS topics will be displayed including key vocabulary</li> <li>• All classes will display an agreed class charter</li> </ul> <p>Mastery Curriculum:</p> <ul style="list-style-type: none"> <li>• Our children learn best through a 'little and often' approach and must be given sufficient time to master a skill or embed knowledge</li> <li>• Non-negotiables for each year group in reading, writing and maths must be the focus of repetition to ensure children have a secure grasp of the subject</li> </ul>
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<p><b>Tools for Curriculum Implementation</b></p>	<ul style="list-style-type: none"> <li>• There will be a continued focus on staff CPD to ensure high quality teaching and learning across curriculum subjects</li> <li>• There will continue to be a well-managed budget with delegated sums to curriculum leaders</li> <li>• There will continue to be well-maintained and engaging spaces to learn in school</li> <li>• There will continue to be a culture of high expectation and challenge for all children</li> <li>• Time constraints will continue to be reviewed and managed through monitoring and effective timetabling</li> </ul>
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**Curriculum Impact**

In order for our school curriculum to be effective we will assess the impact it has on our children and whether they have mastered the subject-specific knowledge defined within our subject overviews and curriculum maps. We understand that knowledge builds over time and children will only demonstrate effective learning as a result of an alteration to their long term memory.

The impact of the curriculum is evident in the outcomes of our children. They will be confident and able in a wide range of curriculum subjects, will be able to expand their knowledge, understanding and skills year on year and be able to take this with them on the next stage of their learning journey and beyond.

Teachers will use a variety of assessment techniques to allow children to demonstrate the depth of their learning in particular subject areas. Assessments may take a variety of forms including; presentations, thought showers, discussions, written tasks or a 'pub quiz' style assessment drawing out the knowledge gained.