



Oak View Academy

Believe, Expect, Succeed

Curriculum Policy

Intent:

To open the children's eyes to the wonder of the world around them, both now and in the past; how it relates to them and how it will influence their futures.

At Oak View Academy, we believe that our children are entitled to a relevant and engaging curriculum. We have therefore created a curriculum that we believe meets the needs of our children in an experiential way that allows teachers and children to be engaged while learning. We focus on developing transferable skills and building resilience in our children.

Our unique approach:

To make our learning effective, we teach through skills such as active participation, discussion, hands-on experiences, problem solving and reflection. We know that it is essential to make connections between different subjects and to link learning, so that children see a purpose for the learning in each lesson. As a result, we have introduced history, geography and science based topics, across the whole school. This means that where appropriate learning is planned so that subjects are linked to an overall theme i.e. the context. Staff make the links explicit between what the children already know and their new learning. We believe that every lesson should be relevant to the children's lives and is important.

We all value learning, and by creating enjoyment and engagement in education we bring into being lifelong learners who reflect on their time at Oak View as laying the foundations of their future lives. These values are reflected in our environment, which provides a challenging, supportive learning space. We believe that fundamental to this, our children need to be explicitly taught how to work and learn as a team. Initially teachers assess their class's individual strengths and needs, and then work with them to improve their skills.

Our curriculum is based on the National Curriculum while moving beyond a subject-based approach and allowing teachers and pupils to take an adventurous and imaginative approach to planning class activities. By incorporating life skills, our curriculum helps children to be successful and resilient learners, equipping them for their education and future life.

Implementation background

Our long-term curriculum plan shows how learning is organised in Key Stages 1 and 2. It outlines our topics (knowledge) being studied in each year group.

We have constructed our curriculum carefully so that children learn about their local area and places in the UK before learning about places further away. In history, children learn about changes within their own lives before learning about famous events and British history. The history units of work in KS2 have been put in chronological order to aid the children's understanding and help them to construct an understanding of chronology in relation to British history before learning about ancient civilizations. We have identified some key principles in Geography, History and Science which the children are taught about in each year group.

In the Foundation Stage, learning is based on children's interests and moving them beyond this through a range of experiences.

Programmes of Study

Some subjects follow a discreet programme of study: RE, Music, PSHE and RSE. Other subjects are linked with the main topic wherever possible: Art, DT, Computing.

- The school follows the syllabus agreed by Cheshire West and Chester for religious education. The syllabus is mainly Christian in approach but treats all denominations equally. In addition, aspects of Judaism, Islam and Hinduism are studied.
- We follow the updated Christopher Winters programme to help us deliver our Relationships and Sex Education. We deal with this area of life very sensitively with answers given factually, honestly and sympathetically bearing in mind the age and maturity of the child.
- Our PSHE curriculum is based on the PSHE association's updated model scheme of work and parents have been consulted about this alongside our RSE curriculum.

Teachers' individual plans contain detailed objectives and activities which show how our topics are broken up into lessons and outcomes for the children. Subject leaders map continuity and progression across the school, and how this relates to our National Curriculum in their individual subjects.

Curriculum Organisation

We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives that we use when teaching each topic. As we have used the National Curriculum as the starting point for our school, we take our medium-term planning directly from the guidance documents in each of the subjects and enhance/adapt them to ensure relevance for our children.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and how we will achieve these.

There is planned continuity and progression in all areas.

In our curriculum planning we plan to help children develop some key skills, so that their progress can be identified and monitored. All subject areas contribute to a child's progress in these skills:

- Communication including vocabulary development;
- Application of number;
- Computing;
- Working with others;
- Improving own learning and performance including learning how to learn.

Subject Leaders

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Keep up to date on developments within their subject and share these with staff;
- Monitor pupil progress in that subject area;

It is the role of each subject 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 and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the Oak View Curriculum and that progression is integral.

In 2019-20, due to the number of NQTs that the school has employed, the staff are working in curriculum teams in the following areas: The Arts (Art, DT, Music), Humanities (History and Geography), and PSHE (PE, PSHE and RE).

Curriculum Enrichment

To ensure an in-depth range of curricular enrichment, each teacher is encouraged to arrange for a visit and visitor each term as a minimum. We also offer a wide range of enrichment activities through after school clubs and participation in inter-school events.

As part of our programme of residential visits to develop every child as a well-rounded individual, prepared for life beyond primary school, we have a full programme of residential visits from year 3 upwards. Our commitment to our residential programme is underpinned by the way we see our children grow in confidence, team-building and practical learning skills during these visits. School visits are organised in line with topics and broadening the children's horizons through new experiences.

Special Educational Needs

Every child at Oak View is respected as an individual and wherever possible teaching occurs within the normal classroom situation. However, there may be occasions during a child's development when extra support is necessary. In this case, a special programme is developed to help the child overcome these difficulties and extra support is provided where appropriate. In consultation with parents, an Individual Education Plan is drawn up to help the child progress. Our school is fully DDA accessible.

Monitoring and review

Our School Board is responsible for monitoring the way the school curriculum is implemented.

The Curriculum Leader is responsible for the day to day organisation of the curriculum. Subject leaders/teams are responsible for monitoring pupil progress and outcomes in their subject area.

For more detailed information about our curriculum and how it is taught, please see the individual subject guidance. Some subject guidance is available on the school website.

Written: September 2015

Latest review: December 2019

Date of next review: September 2020

Appendix One:

Curriculum Intent

- To provide a curriculum which is enjoyable, experiential and prepares our children for life;
- To promote high standards in speaking and listening, reading, writing and maths.
- To develop the personal and social skills of each child.
- To promote pupils' physical and mental development and an awareness of the importance of a healthy lifestyle.
- To develop resilience so that children will persevere in their learning;

Curriculum Implementation and Impact

Intent	Implementation	Impact
To provide a curriculum which is enjoyable, experiential and prepares our children for life.	<ul style="list-style-type: none"> ● Use of Timpsons bursary for visits out of school and visitors into school. ● Starting units of work in various subjects and topics with an engaging hook. ● Plan of experiences for children throughout their time at Oak View. 	Children leave Oak View with better understanding of the world they live in as a result of the varied experiences they have had.
To promote high standards in speaking and listening, reading, writing and maths.	<ul style="list-style-type: none"> ● Full time Speech and language therapy support. ● Speech and language development integrated into the school's teaching approaches e.g. colourful semantics. ● Lots of opportunities for children to speak in public. ● Separate reading lessons. ● Daily phonics sessions. ● Working in partnership with reading volunteers to increase the children's opportunities for reading. ● Talk for writing approach across the school with IPEEL integrated from year 4 onwards. ● Daily maths lessons using the Maths No Problem scheme of work. ● Use of number blocks and learning trajectories in the EYFS. 	Improving standards at the end of KS2 in all of these areas.
To develop the personal and social skills of each child.	<ul style="list-style-type: none"> ● Human values curriculum. ● Behaviour policy focusing on clear rewards and 	Children are developing their understanding of society, tolerance and

	<p>consequences to a simple set of rules.</p> <ul style="list-style-type: none"> ● Programme of assembly themes. ● Teaching the children how behave in different environments that they have not experienced through visits e.g. how to behave in a restaurant. ● Through our partnerships to work alongside children from different backgrounds and learning how to behave appropriately. ● Developing life skills through partnerships with Barclays and local businesses and education providers e.g. university, college. ● Taking the children out of school on a variety of visits. 	<p>understanding of others and broadening their experiences.</p>
<p>To promote pupils' physical and mental development and an awareness of the importance of a healthy lifestyle.</p>	<ul style="list-style-type: none"> ● Employment of a full time PE teacher. ● Increased participation in sporting competitions in and out of school. ● All year groups have 1 term of swimming tuition each year (FS2 – Y6). ● Themed weeks: healthy schools week, arts week, science week... ● Employment of a school counsellor. ● Employment of a children's advocate to work with individuals. ● UK Military school for Spring and Summer 2020 to develop resilience, stamina and teamwork as well as a potential leadership programme. ● Peer massage in years 1-6. ● Meditation after school club. ● A range of sporting after school clubs. ● Assemblies. ● Yoga and mindfulness taught in some classes. ● Emotional Literacy Support Assistant working with 	<p>Children have learnt and are starting to employ strategies to calm themselves down when they are feeling anxious.</p> <p>More children are involved in PE lessons and participate regularly in both lessons and competitions in and out of school.</p> <p>Some children are now achieving their 25m awards in swimming.</p> <p>Children in Rowan class are now reintegrating with their classes.</p>

	<p>individuals and groups of children.</p> <ul style="list-style-type: none"> ● Resource provision focusing on therapeutic activities in the afternoon. 	
<p>To develop resilience so that children will persevere in their learning.</p>	<ul style="list-style-type: none"> ● Half term theme of how to be an effective learner. ● Learner of the week award in Celebration assembly each week focusing on the characteristics of an effective learner. ● Problem solving in maths where the answer isn't immediately apparent. ● Over and Above award in Celebration assembly for those who have gone over and above in their attitude or effort in their learning or in their behaviour towards others. This results in a hot chocolate Friday reward. 	<p>Children are able to talk about themselves as learners and what they are learning and how they can improve.</p> <p>Most children are much more resilient in their approach to learning.</p>