



Oakridge Primary School Curriculum Policy

Adopted: Chair of Standards and Curriculum Committee: Next review date:	Sept 2023 Mrs N Lewis Sept 2025
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Mission

Our school mission statement 'Reaching for the Stars' is the heartbeat of our school and is the one thing that we ask of ourselves and the children every single day. Simply put it means 'Try your best.' As one pupil said 'If you can look yourself in the mirror at the end of the day and say I have tried my best then that is all you can do.'

Vision

A vision statement it's an overarching sense of what matters, it is our purpose. We like to use the term "North Star"—this idea of having a sense of direction, intention, and understanding that the contribution you're making is going somewhere. It's when you feel energised and inspired and alive. It is the reason you get up in the morning.

Why? We believe in making our children world class learners developing in them a confidence and thirst for knowledge enabling them to realise their talents and create their future.

How? We believe in giving them a 'Disney Land' curriculum with a fantastic range of curricular and extra-curricular opportunities which engage, enrich and excite them as learners.

Intent

Our vision states that we believe in making our children world-class learners by providing a 'Disney Land' curriculum with a fantastic range of opportunities which engage, enrich and excite them as learners. Our curriculum therefore must provide the tools for children to be able to learn by allowing them to master basic skills such as reading, writing and understanding number. However, our curriculum provides a purpose and relevance for learning, offering opportunities which instigate a love of learning, encouraging creative and critical thinking. High expectations and levels of challenge are present in all that we do, engendering an intrinsic sense of personal pride in achievement amongst our children.

Through our values, there is a focus on developing children's moral, spiritual, social and cultural understanding, as well as developing personal attributes such as resilience, empathy and honesty.

We aim to deliver a connected curriculum which ensures that children make progress throughout their learning journey, making links between areas of learning and ultimately between themselves and the world around them. We ensure that we explore concepts deeply

and make every effort to give children the language and vocabulary to engage with learning, within the classroom and beyond. We enrich the curriculum with first-hand experiences such as trips, visits or speakers with the intention of providing knowledge and skills, as well as building aspirations for future life.

Through the learning experiences provided, we aim for our children to be able to think independently, appreciate the world around them and ultimately live happy and successful lives, making a positive contribution to their society, to be well prepared for life in modern Britain.

The intent of our curriculum is based on the context of our school and the needs of our pupils. We underpin this intent with 4 key curriculum drivers:

Key Curriculum Driver	By promoting	Rationale
Developing lifelong learners	Metacognition through the canopy of 'The Oakridge Way'	<ul style="list-style-type: none"> Children will make more progress and will continue to succeed beyond Oakridge if they know and understand the disciplines of learning and when and how to use them. Some of our children do not like to make mistakes however it is important that we demonstrate how mistakes can be used as learning opportunities and are a useful part of the learning journey.
	Unique discipline of each subject	<ul style="list-style-type: none"> Skills exist within subject disciplines and they rely on the acquisition of underpinning knowledge. We, therefore, encourage our children to think and write like geographers, historians, scientists etc.
	Securing fundamental basic skills in Reading Writing and Maths A love of reading	<ul style="list-style-type: none"> Reading ability has a considerable impact on both educational attainment and wider life outcomes, as well as being an enjoyable and stimulating past time. Reading improves vocabulary; develops critical thinking skills as well as imagination and creativity.
		<ul style="list-style-type: none"> Some pupils enter school with poor oracy and a range of speech and language issues. We recognise the need for children to have a wide vocabulary, understand what words mean and use them in the correct context in an age-related manner. Knowing number facts such as bonds and x tables frees up working memory so that children can apply mathematical thinking to solve problems.
Enrichment	Trips visits, visitors, theme days, after school clubs, paired year group work	<ul style="list-style-type: none"> We want to give all our children first hand experiences through high quality visits, including world heritage centres, which inspire and broaden their cultural capital. Enrichment makes a subject more meaningful and rewarding which ensures that learning is memorable. All children benefit from enrichment and it allows them to look at subjects in more depth, and give them opportunities to explore and use their imagination.
Making a positive contribution	The roots of The Oakridge Way	<ul style="list-style-type: none"> Treating each other well helps make the world a happier place. The benefits of helping others can last long after the act itself, for those who offer kindness, and those who benefit. This, in turn, can improve our self-esteem.

	Promote British Values	<ul style="list-style-type: none"> Our school benefits from the culturally diverse make up of our pupil and parental population (The school has 10 out of 17 possible ethnic groups). By promoting the British values we ensure a happy, safe and inspiring environment within school which will ensure children flourish in the wider world.
	Healthy Relationships / Empathy / Honesty	<ul style="list-style-type: none"> It is our moral duty to ensure children are kept safe whilst in our care and can also keep themselves safe within their home, community, online and in school. We feel that it is important to help our children develop empathy to enable them see things from another person's perspective, sympathise with their emotions, and build stronger relationships. Honesty inspires trust.
Developing character	Resilience	<ul style="list-style-type: none"> It's not possible to protect our children from the ups and downs of life. They need to be resilient in order to succeed in life. In today's environment, children need to develop strengths, acquire skills to cope, recover from hardships, and be prepared for future challenges. Promoting resilience in children provides them with the tools they need to respond to challenges and to navigate successfully life beyond the school gates.
	Independence and Confidence	<ul style="list-style-type: none"> Building independence is part of an individual's social skills; self-reliance allows the child to feel they have control over their life. Developing autonomy also gives children a sense of self-efficacy ('I can do it on my own') which promotes self-esteem and confidence, and promotes motivation and perseverance in school.
	Celebrate effort and hard work	<ul style="list-style-type: none"> We want children to know that we value effort and hard work. These are attributes which enable us to fulfil our potential and make a difference to society. Therefore, we have a number of ways of celebrating effort and hard work which include golden book certificates, house points, positive notes home and headteacher and deputy headteacher stickers.

Implementation

We believe that schools are 'The training ground for the art of living'.

As a result, personal development is at the heart of our learning journey and we aim to develop the whole child, fostering positive personal attributes alongside learning mindframes which will enable children to become successful lifelong learners, who contribute positively to society. We have a dedicated and experienced staff who support this, alongside our parental and wider local community.

At Oakridge primary school, personal development is exemplified through our 'Oakridge Way' and our whole school motto: Reaching for the Stars'. We promote these ideas across our learning, assemblies, enrichment and whole school ethos.

The roots of our 'Oakridge Way' are the personal attributes we promote both around school and beyond our school community. These are: being kind, well-mannered, trustworthy and respectful. We believe that by focussing on these core human traits we are enabling the roots

of our children to flourish, to enable them to fulfil their potential and feel happy, content and valued in their learning community and beyond.

The canopy of the tree displays the four over-arching learning mindframes which we encourage throughout children's learning across the curriculum. We aim to foster learners who are:

- Resilient and say 'I can' even when learning becomes challenging;
- Reflective by welcoming feedback, reviewing learning against success criteria and learning that mistakes can be learning opportunities;
- Resourceful by making links within learning, encouraging curiosity and questions
- Reciprocal by learning with and from others, understanding the best ways to learn together.

To develop both the roots and canopy of our Oakridge Way, personal development goes beyond the implementation of the National Curriculum. Our unique learning experiences and well-planned enrichment activities help ignite in children a passion for learning and ensure that they are equipped with the cultural capital to prepare children for life beyond the classroom. To support this, we visit art galleries; take part in geography fieldwork at Cardingmill Valley; delve into what makes our local area special; go back in time by visiting Stone Henge; enjoy a day at the seaside; camp under the stars together; experience at least 2 residential visits; perform for audiences throughout the school journey; have opportunities to learn a musical instrument; take part in sporting clubs; visit museums and places of historical and cultural interest and many, many other opportunities from Nursery to Year 6.

What do we teach?

The provision we offer is guided by the requirements of the EYFS Curriculum, National Curriculum and the requirements of the Local Authority Agreed Syllabus for RE.

Our curriculum overviews can be found [here](#).

Our Year group overviews can be found [here](#).

Our provision takes into account every aspect of a child's development. The curriculum gives all of our children the aspiration and opportunity to achieve the highest possible standards in all subject areas. We recognise that reading is the key to unlocking our curriculum and a high emphasis is placed upon it from the moment a child arrives at our school. We encourage children to develop a love of reading and promote reading for pleasure at every available opportunity but we also encourage disciplinary reading to enhance learning across the curriculum. To enable our children to develop socially, morally, physically, emotionally and spiritually, we provide stimulating learning environments in which children are encouraged to learn how to learn through their own experiences and apply their knowledge independently. Within this framework of both a broad and balanced curriculum, our planning and progression documents ensure that our curriculum suits the needs of all pupils in school. The individual needs of each child are met through well planned and varied learning activities, including visits, visitors, workshops and specialist tuition.

Teaching for depth of learning

At Oakridge, our progressive curriculum has been carefully designed, organised and planned to ensure that our children are not merely covering the statutory content of the EYFS and National Curriculum but achieving a depth of learning through the widening and deepening of essential knowledge and skills thus allowing these to be used across all areas of the curriculum. Within our curriculum, we build in many opportunities for repetition and practise to ensure that children are able to revisit previous learning, which allows them to gradually develop and build upon this to achieve a clear depth of understanding. This includes time to teach subject specific language and time to use such language in the correct context.

Teaching for a breadth of learning

At Oakridge, we carefully design, plan and implement our curriculum to provide balance across areas of learning to allow for children to develop both academically, personally and socially. Alongside academic learning, we promote metacognition with the 'Oakridge Way' underpinning this.

Our balanced curriculum is not at the expense of high standards in core subjects; in fact, we believe the more curriculum breadth and depth we offer our pupils the wider range of knowledge and skills they will have to achieve high standards. This approach to learning ensures that high standards and expectations of our children's work and outcomes are consistent across all areas of their learning.

Our full, rich and varied curriculum, with its excellent range of experiences, ensures that every pupil at Oakridge makes excellent progress both academically and personally. It is unique to our school and allows our children to flourish.

Teaching for knowledge, understanding and skills

Our subjects are taught discreetly through themes with key questions which reflect clear progression through a unit of learning and between units of learning. Our themes and key questions have been selected to enthuse and motivate our pupils alongside the need to create a cohesive long-term plan which utilises our school resources and local contexts effectively. We plan very carefully to always ensure there are purposeful links to interweave subjects where it naturally fits. This ensures that planning and learning is sequenced appropriately to help support understanding and for progression and to allow children to be able to obtain knowledge whilst applying the skills necessary and vice versa.

Beyond the Classroom

We are fully committed to providing the children with a wide and rich range of learning experiences beyond the classroom and this is based on the resources we have and the needs of our children. Offering pupils these opportunities and context leads to high engagement by pupils and allows children to grasp knowledge first hand developing a 'cultural capital'. We want to open our pupils' eyes to the world beyond their community, promoting aspiration and an inquisitiveness to explore and gain a thirst for future knowledge.

We build opportunities for children to visit museums, galleries, theatres, parks, places of worship and historical landmarks. Our children regularly explore our local area, visiting places such as local parks and Cannock Chase. We expect that all children will participate in all educational visits as it links and enhances their classroom learning. The children have swimming lessons in year 4 to develop this very important life skill. Children in year 3 and 4 also benefit from brass music lessons delivered by a peripatetic music teacher.

We feel it is important that children experience a residential as part of their learning experience to help in their personal and social development. We plan these in a progressive way beginning in KS1 with children camping in the school grounds for a night. This is followed in lower key stage 2 with a two-night residential off-site, followed by a five-day residential in Y5 and Y6.

We extend the curriculum by offering a wide range of sporting clubs which are delivered by our PE specialist.

The role of the Subject Leader:

Within the school's organisation, each teacher takes on the responsibility for leading a subject area once their ECT induction is complete. It is the role of the subject leader to:

- Provide a clear and relevant vision for their subject intent and implementation,
- keep up to date with developments in their key area of learning both at local and national levels,
- review the way the subjects are taught in the school and plan for improvement linking to whole school priorities,
- monitor how their subjects are taught through monitoring the medium- and short-term planning,
- lead improvement through supporting colleagues,
- review curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that a coherent and progressive gain in knowledge and skills is planned for,
- oversee the mechanism and analysis of the impact of their subject provision within the whole school curriculum,
- audit, order and manage resources to enhance learning experiences for the pupils.

Impact

Monitoring and Review

Subject leaders monitor the way their subject is taught throughout the school ensuring their planned intent is implemented resulting in a clear and positive impact. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need. Children's outcomes are monitored through book trawls and pupil conversations. Moderations takes place with two local primary schools. As a result of this rigorous monitoring, we are confident that our curriculum offer has an outstanding impact on children's attainment and progress.