

Oaklands School
Together Everybody Achieves More



Curriculum policy

Written by	SLT
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**PART OF THE LEARNING
POLICIES**

Curriculum Policy

Reviewed in September 2022

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1. Introduction

- 1.1. The 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 range of extra-curricular activities that the school organises in order to enrich the experience of the children.
- 1.2. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.
- 1.3. We review the curriculum each year and all staff receive ongoing training throughout the year on areas of the curriculum. Each Area of Learning has its own curriculum booklet which give more detail for the curriculum.

2. Rationale & Values

- 2.1. The Oaklands curriculum has been created to help make sure children are not only confident and capable in the basic skills, but also well rounded and responsible citizens ready for the next stage of their education.
- 2.2. Our curriculum ensures coverage of the National curriculum as well as maintaining Oaklands personal aspects such as Forest school, radio production and global awareness.
- 2.3. We have used several different sources of research to support our curriculum. We use a range of documents and research including EEF documents, Cornerstones Curriculum, in our planning.
- 2.4. As well as these, educational research has helped shape our Curriculum. Sweller's cognitive Load Theory, Rosenshein Principles have been key drivers as well as works of various educational researchers such Carol Dweck, Daniel Willingham and Dylan William.

3. Aims and objectives of our curriculum

- 3.1. Our curriculum aims are based upon the school's values:
 - **Ambition** *An inspiring curriculum which is based upon 'Being a...' which focused on real life experiences and shows the children possibilities of what opportunities exist.*
 - **Self-confidence** *Celebrating all their achievements. Learning shared and presented to a real life audience and purpose. Providing time and depth of learning so they 'become an expert' in their skills.*
 - **Perseverance** *Develop an attitude to 'Trial – Review – Adapt'. Providing opportunities to take risks where we celebrate mistakes made and attempting learning, not just their achievements.*
 - **Independence** *Allow ownership of learning. Planning activities where the children take the lead. Giving choices to the children for their learning and practicing their skills to that the master these skills and embed learning into their Long Term memory.*
 - **Respect** *Listening to others' opinions. Providing a wide range of different experiences and cultures. Working in teams and turn taking, sharing ideas, listening to other.*
 - **Enquiry** *Children to ask questions and led their learning. Children exploring and investigating open ended questions.*

- 3.2. Within each Area of learning, they interpret these values in their own specific ways for their Area of Learning. These are identified in each Area of Learning Curriculum Planning.

4. The Five Ps of Read, Write, Inc.

- 4.1. As well as this, we also follow the principles of the Five Ps from Read, Write Inc. These are part of every lesson, not just RWI sessions.
- **Purpose** *Ensuring that every session has a clear objective for the children*
 - **Positive** *Use of positive affirmations, praise and ongoing assessment of learning.*
 - **Participation** *Ensure that all children are engaged and active in their learning, showing the work balance between teacher and pupil is appropriate*
 - **Pace** *That the learning is appropriate with clear small steps and a balance of teacher input to pupil activity.*
 - **Passion** *a love of learning and enthusiasm is modelled and staff are enthusiastic about the learning.*
- 4.2. We also identify a sixth P – **Practice**. This is not just for children through Purposeful planning of applying and practising previous learning but also for staff in their practice.

5. Working & Long-Term Memory

- 5.1. Following the work of Rosenshine and Sweller, the school recognises the importance of memory for the child's learning journey and therefore how we need to construct our sessions for the children.
- 5.2. We view the working memory as a book shelf which can only hold so many items. As well as this, sometimes other things get put onto the shelf which should not be there, and so limits the amount which can be held.
- 5.3. The long term memory works as library, with items organised and classified effectively and can be withdrawn and used when needed. In learning, we aim to assist the child to move items from their working memory and into their long term memory.
- 5.4. We need to aid the children to build up their long term memory.



Short Term Memory



Long Term Memory

“Understanding is remembering in disguise” Willingham.

6. Rosenshine's Principles of Instruction

- 6.1. Rosenshine identifies key principles for Instruction:
- R01. **Daily Review** *Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.*
- R02. **Small Steps** *Working memory is small, only handling a few bits of information at once. Avoid its overload- present new material in small steps and proceed only when first steps are mastered.*
- R03. **Ask Questions** *The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.*
- R04. **Provide Models** *Pupils need cognitive support to help them learn how to solve problems. Modelling, worked examples and thinking out loud help clarify the specific steps involved.*

- R05. **Guide Practise** *Pupils need additional time to rephrase, elaborate and summarise new material in order to store it on their long-term memory. Ore successful teachers build in more time for this.*
- R06. **Check understanding** *Less successful teachers merely ask “are there any questions?” No questions are taken to mean no problem. False. By contrast, more successful teacher check on all students.*
- R07. **High success Rate** *A success rate of around 80% has been found to be the optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.*
- R08. **Scaffolds** *Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.*
- R09. **Independent Practice** *Independent practice produces ‘Overlearning’- a necessary process for new material to be recalled automatically. This ensures no overloading of pupils working memory.*
- R10. **Weekly/ Monthly review** *The effort involved in recalling recently learned material embeds it in long term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.*

7. Schema Building

- 7.1. A schema is a mental concept that informs a person about what to expect from a variety of experiences and situations. Schemas are developed based on information provided by life experiences and are then stored in memory. We need to make sure that we support children in the development of these to aid the long term memory.
- 7.2. The following aspects are incorporated into every session wherever possible to develop the children’s thinking:
- **Prior Knowledge** *Ensuring that there is a daily review. ^(R01) This helps the children see the connections in their learning. Automatic recall frees up working memory for problem solving and creativity. Our Learning walls help be the ‘memory bank’ of the classroom.*
 - **Knowing the range** *Children have different arrays of prior knowledge. Staff need to know the full range of these so that all children can be engaged. Ongoing questioning will enable staff to understand how well material has been learned. ^(R03) Encouraging questions allows more understanding for the children. ^(R06) We need to make sure as many pupils are engaged as possible and that we are challenging all children. A success rate of around 80% is optimal showing they are learning and being challenged. ^(R07)*
 - **Small Steps ^(R02)** *Our working memory can only handle a few bits of information at a time. We give new information in small chunks and only proceed when that is mastered.*
 - **Cognitive Loads** *many things can influence our working memory such as Intrinsic loads such as how hard the work is; Extraneous loads such as how information is presented and Germane loads on items which can aid the children to develop their schema. ^(R08)*
 - **Meta-cognition** *To develop learning (i.e. go into their long term memory) we need to get children to think about what they are doing and talk about*

learning. This can be to spot relationships, use analogies, make connections with other knowledge etc. We need to build in Thinking time and speaking about their reasoning. The simple act of speaking or thinking through what they know and understand is important. ^(R03 & R06)

- **Models** ^(R04) To support children's schemata-building, we need to provide models and structures to help them. Writing frames, diagrams, analogies can all help with this. ^(R08)
- **Practice** ^(R09 & R05) 'Overlearning' is important to absorbing new information to be recalled automatically. Having opportunity to practice this, especially after the initial teaching in other contexts. ^(R10) For this reason, we look at the curriculum to allow mastery of the skills over a longer period of time.

8. Purposeful Practice

- 8.1. The sixth P is Practice. Not only is this applicable to the children learning but also to the skills of the staff.

"Practice is essentially the process of repeating an activity (mental or physical) multiple times, introducing slight refinements and variations, receiving feedback as needed, until the person can do it more effectively, more fluently or more automatically: better!" Tom Sherrington

- 8.2. As previously discussed, rather than a constant barrage of new learning, children need to develop their schemata for their learning and have time to process their learning into the long term memory. This requires the curriculum to clearly plan for practising which can lead to improvement in learning.

"Just because some people can do something with little or no training, it doesn't mean that others can't do it (and sometimes do it even better) with training" Carol Dweck

- 8.3. Roshenshine talks about 'Guided Practice' which follows teachers modelling with the children practising and teachers assessing this success, followed up with clarifying misconceptions or extending.

9. Curriculum Organisation

- 9.1. At Oaklands, we organise all subjects of the national curriculum into six areas of learning:

- **English & Languages** (*Speaking & Listening, Reading, Writing & Modern Foreign Languages*)
- **Mathematics**
- **Science and Technology** (*Science, ICT and Design & Technology*)
- **Humanities** (*History, Geography and RE*)
- **The Arts** (*Art, Music and drama*)
- **Healthy Living** (*PE, PSHCE & SEAL*)

- 9.2. The Curriculum is based around Geographical locations so as the children move through the school they gain a wider understanding of the world, its people and similarities and differences. The focus areas for each year group are:

Year N	Their home with stories & rhymes
Year R	Their local area, Medway & Kent

Year 1	The United Kingdom
Year 2	Europe
Year 3	Africa
Year 4	North, Central & South America
Year 5	Oceania
Year 6	Global Topics facing the world

- 9.3. The Learning is based upon subject focus where the children are 'Being a...', for example 'Being a scientist' or 'Being an Artist'. The day or days (*depending on the teacher and the children*) focus on this 'narrative' where they develop the subject specific skills for that subject discipline.
- 9.4. Medium term plans are created by the phase or teacher to ensure that all areas of learning are covered. Each year follows their own unique topics, each covering a single term where the related subject narratives are taught.
- 9.5. As well as this, we hold whole school 'Focus Weeks' for significant events or for specific subjects, such as *Art week* and *Book week* to ensure that equal celebration and priority is given to all areas of learning, not only English and Mathematics.
- 9.6. While most learning is integrated throughout the topic, some subjects are taught discretely. Read Write Inc, Mathematics, Work/sentence level (*such as spelling, grammar, punctuation vocabulary extension*), Guided Reading, PE and PMFL are all taught discretely although they may still be linked to the topic.
- 9.7. Science is linked to a topic where possible but not where the links are tenuous, this will be taught discretely too.

10. Planning

- 10.1. We plan our curriculum in three phases:
- Long term plan (*yearly overview*)
 - Medium term plan (*Termly overview*)
 - Short term plan (*Day to day*)

Long Term Plans

- 10.2. The Long term plan covers which unit each year group will teach over which term. The Long Term Plan is reviewed on a yearly basis to ensure it is meeting our aims and the National curriculum.
- 10.3. The skills for each year group are carefully mapped out to ensure that the skills being taught show clear progression one year to the next. Where possible, these are focused on a small area of the subject to allow the children time to master the skills over the year.

Medium Term Plans

- 10.4. Our Medium term plans, take each unit into more depth and detail. Each subject being taught is detailed to show a '*route-map*' of learning for that narrative where the children are 'being a...'
- 10.5. Each topic following the same agreed structure of:
- **Engage phase** *A hook for the learning. This will take place at the start of the unit. It will be an event such as a visit, special visitor or special event, to kick start and enthuse the learning.*
 - **Develop phase** *The children then develop the skills outlined in the national curriculum which fit into the naturally into the topic. This will be a mixture of direct teaching of new learning, practising of skills or application of their learning.*

- **Innovate phase** *The children's learning builds to an which is an challenge or opportunity to apply. They take this challenge independently and decide how to approach and present their learning giving real life meaning to their learning.*
 - **Express Phase** *The final stage is the Express event where they share or present their learning, usually to their parents. There are many ways of using technology to share this such as KLZ, Youtube or the Radio Station.*
- 10.6. The National Curriculum is used as a basis for learning objectives with additional guidance taken from the Cornerstones resources.

Short Term Plans

- 10.7. Each day, the year group of teachers discuss an overview of the next day. From this, short term plans are written on a day to day basis by each teacher, following from previous sessions and their assessments of the children.
- 10.8. Short term plans show clear learning objectives, possible success criteria which are finalised with the children in the lesson and learning activities, clearly differentiated for the abilities of the different groups of children or individuals in their class.
- 10.9. Teachers are expected to take risks in their teaching and try new techniques and approaches to ensure that the curriculum remains exciting and innovative for the children.
- 10.10. Planning takes into 'small steps' approach for learning so sessions are an effective mix of teacher and pupil activity building up the skills over the session.

11. Scaffolding not Differentiation (see our Inclusion policy for more information)

- 11.1. The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. We always provide appropriate small steps, additional resources and support for children with special needs.
- 11.2. When planning, we plan from the simplest point then plan small, coherent steps for of learning for all children. We then scaffold to support specific children to achieve the same learning journey.
- 11.3. Additional learning must always be planned to provide a challenge and opportunity for more able children. More of the same is not an acceptable way of extending learning.
- 11.4. As well as this, additional opportunities are available to more able children through a range of enrichment programmes within the school and in partnership with other schools.

12. Home-learning

- 12.1. Home-learning is linked to the class teaching. The activities set are based upon Practising previously taught skills and Priming children for the next learning. The children choose from a range of activities to complete over the term.
- 12.2. As part of the school policies, parental links are a strong factor of the school. We have regular formal reviews of learning as well as termly opportunities for the parents to share their child's learning at Express events.

13. Curriculum Assessment (See the Assessment of Learning policy for more information)

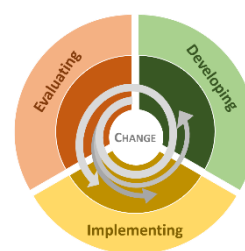
- 13.1. At the planning stage of a unit, the key objectives for the unit are identified taken from the year group skills. The 'Innovate' stage are based upon these objective to see how well the children have progressed in their learning. Children and teachers use these to assess their understanding at the end of the unit.
- 13.2. In all subject areas, we use 'Cold' and 'Hot' tasks to track the progress made by the children against the Key Criteria for their Year group.
- 13.3. As part of transition, the class teachers share their curriculum maps and assessments of the children with the next teachers to ensure that the progression is maintained or additional

support is put into place where needed. Moderation is continuous through the school and through the partnership of schools.

- 13.4. Assessments are communicated through Progress Letters termly for core areas and books and wider progress shared with parents every other term at Pupil and Parent Review meetings.

14. Area of Learning Leaders

- 14.1. All members of staff are part of an Area of Learning Team, under the direction of an Area of Learning Leader who is part of the Leadership Team.
- 14.2. The role of the Area of Learning Leader and their Team is:
- provide a strategic lead and direction for the subject;
 - support and offer advice to colleagues on issues related to the subject;
 - monitor pupil progress in that subject area;
 - provide efficient resource management for the subject.
- 14.3. Area of Learning Leaders operate on a rotational stage of:
- **Evaluating** where they evaluate the learning in their subject
 - **Implementing** where they actively implement a change or improvement
 - **Developing** where they keep their initiatives or developments going, offering support to staff where appropriate
- 14.4. The school gives Area of Learning Leaders non-contact time so that they can carry out the necessary duties involved with their role. It is the role of each Area of Learning leader to keep up to date with developments in their subject, at both national and local level.
- 14.5. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives.
- 14.6. Each Area of Learning leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.



15. Subject and Learning Ambassadors

- 15.1. For each subject, we have pupils who act as Subject Ambassadors. These children choose to be part of the curriculum team and meet at least termly with the AoL team to discuss the provision.
- 15.2. As well as subject Ambassadors, we have Learning Ambassadors. These children talk about the impact of learning as part of subject reviews.
- 15.3. We have chosen to use children who are on SEND register to be our learning ambassadors. The reasoning behind this is that if children who have barriers to learning are able to confidently speak about the learning, then other children would be able to too.

16. Monitoring and review

- 16.1. The curriculum is monitored regularly. All staff are involved in this process and speaking with children about their curriculum.
- 16.2. The use of pupil voice is very important as well as formal assessment of learning and progress in books. Each subject area has an Ambassador in each class to discuss their subjects.

Ambassadors

- 16.3. To talk about the provision or the impact of the learning, sharing their points of view on the learning process.

Teachers

- 16.4. The class teacher is responsible for the day to day organisation of the curriculum and ensuring that it meets the schools values and aims.
- 16.5. The teachers are responsible for the medium and long-term planning which is shared with the Leadership team.
- 16.6. They have responsibility over the Engage budget for their class.

Area of Learning Leaders

- 16.7. Area of learning leaders monitor the way their subject is taught throughout the school and the impact which it has on the pupils.
- 16.8. They are responsible for reviewing and designing the approach and content of the curriculum in their area of learning.
- 16.9. They have responsibility for the purchase, storage and management of resources for their area of learning.

Headteacher and Senior Leadership Team

- 16.10. The headteacher and SLT monitors the learning of all children throughout the year and the effectiveness of the curriculum.

Governors

- 16.11. Our Governing Body's Self Review Committee is responsible for monitoring the way the school curriculum is implemented.
- 16.12. We have named Governors for all Areas of Learning. The Governors liaise with the Area of Learning Leaders of these areas, and monitor closely the way the school teaches these subjects.