



# Curriculum Policy

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**Contents**

Introduction ..... 3

Aims..... 3

Who is responsible for this policy? ..... 3

Curriculum framework ..... 4

The curriculum in detail: Early Years, Key Stages 1 and 2 ..... 4

Subjects taught within the curriculum ..... 6

    Subjects overview ..... 6

    English..... 6

    Mathematics ..... 8

    Science..... 9

    Mastery learning in English, mathematics and science..... 9

    History and geography ..... 10

    Computer science..... 10

    Modern foreign languages..... 11

    Physical education..... 12

    PSHE and active citizenship ..... 12

    Religious education - Islamic Studies ..... 12

Organisation and planning ..... 13

Partnership ..... 13

Monitoring, evaluation and review..... 14

## Introduction

1. The curriculum at Oakwood Primary School is designed to foster thought, curiosity and a desire for learning in all pupils, regardless of their backgrounds, strengths and needs. The curriculum should be a gateway to opportunity and a knowledge-based, vibrant community in the United Kingdom and beyond. It must also reflect national policy and priorities.
2. The curriculum at Oakwood is broad and balanced with an emphasis on academic success and prioritisation of learning in literacy, numeracy, languages, humanities and science. The curriculum is both coherent and cumulative, with an emphasis on the critical importance of knowledge acquisition. Our pupils are required to read extensively from a broad range of high quality and increasingly challenging literacy and technical material across all disciplines.

## Aims

3. To mould pupils into good citizens, with a sense of responsibility for their actions.
4. To cultivate well-rounded, intelligent and socially aware pupils and encourage pupils' social participation within their community.
5. To promote leadership qualities and opportunities to enable pupils to have respect for themselves, have a high self-regard, and to be able to live and work cooperatively with others.
6. To give pupils a practical and more successful understanding of their rights and responsibilities in society.
7. To allow pupils to develop their spiritual and moral individuality.
8. To provide highly positive, memorable experiences and rich opportunities for high quality learning.
9. To empower pupils with the necessary skills and abilities to play a full and inclusive role within society, consistent and comfortable with their beliefs and principles.
10. To emphasise learning in literacy and numeracy.
11. To maximise the academic achievement and attainment of pupils.
12. To meet all the statutory requirements laid out in the Framework for the Early Years Foundation Stage.
13. To support the mission, vision and values of the Trust and its establishments.

## Who is responsible for this policy?

14. The Board of Trustees has overall responsibility for the effective operation of this policy. The Board has delegated day-to-day responsibility for operating the policy to the Headteacher.
15. The Headteacher has a responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

## Curriculum framework

16. The curriculum framework is underpinned by a belief that everybody has the potential to succeed within a high quality and intellectually challenging educational environment. It reflects a commitment to instilling high aspirations, a desire to learn and an ambition to achieve.
18. The curriculum is a broad and balanced knowledge-based curriculum, which begins in Reception with a focus on learning through play, designed to prepare pupils in their secondary education for progression.
19. By explicitly identifying what pupils should learn each year, the curriculum will ensure a coherent and cumulative approach to building pupils' knowledge across the curriculum as a whole so that they are well-equipped to make sense of the world around them, enabling them to become independent learners, problem-solvers and critical thinkers and therefore preparing them for the important exam years at secondary school. The knowledge and skills covered in the early years of primary school will be broad in scope and, in later years, will be revisited in more depth. This will provide the necessary preparation for transition to secondary school.
20. The National EYFS framework for the Early Years Foundation Stage will shape the Nursery and Reception Year curriculum. The three 'Prime' areas of the framework are: Personal and Emotional development (PSED), Communication and Language (C&L), and Physical Development (PD) and the four 'Specific' areas include: Literacy (Li), Mathematics (Ma), Understanding the World (UW) and Expressive Arts and Design (EAD), which will provide an essential and sound foundation for the content and skills provision from the CKS, starting from Year 1.
21. In addition, other subjects which will be taught in Years 1 to 6 include: Computer Science, which will incorporate digital Literacy; Modern Foreign Languages; PSHE, which incorporates Careers, Information, Advice and Guidance (CIEAG) and RE.
22. Academic achievement in reading, writing and mathematics will be prioritised for all learners, but particularly the least able, with an emphasis on the provision for interventions.
23. Our aspiration and belief is that every pupil can benefit from a broad and balanced academic curriculum. There may be a small number of pupils who, because of barriers to their learning, will require a 'tailored' curriculum based on a 'depth before breadth approach' to enable them to reach age-related expectations in English, Mathematics and Science. For these pupils, a bespoke route - using a range of interventions - will be designed to meet their specific needs and to enable them to gain the full benefits of the curriculum.
24. All Key Stage 1 pupils will be expected to participate in at least one extra hour of enrichment per week, totalling 38 hours over the year, whilst Key Stage 2 pupils will be expected to complete two hours per week, totalling 76 hours, all of which would take place outside the formal school day.

## The curriculum in detail: Early Years, Key Stages 1 and 2

37. For children in the EYFS, a rigorous approach will be adopted towards individualised teaching and learning, premised on the view that success in the earliest years comes from a high-quality curriculum, and an enabling environment in which parents are recognised as their children's first teachers. Indeed, research shows that it is not who parents are, but what they do in the home learning environment that contributes most to children's success in school learning.

38. The EYFS framework makes it clear that early identification and intervention are a requirement so that children are supported earlier rather than later to ensure that they can benefit from their learning. It is the intention in the school to develop partnerships with parents, in line with the EYFS framework, so that they understand their important role in supporting their children's learning and so that they are clear about their children's strengths whilst being in no doubt about any areas where their children may need further support.
39. The statutory 'Early Years Foundation Stage' curriculum will be the basis for the Nursery and Reception Year curriculum. The EYFS curriculum meets the requirements set out in the Early Years Development Matters Criteria. The three 'Prime' areas of Personal and Emotional Development (PSED), Communication and Language (C&L), and Physical Development (PD) and the four 'Specific' areas of Literacy (Li), Mathematics (Ma), Understanding the World (UW) and Expressive Arts and Design (EAD) will provide an essential and sound foundation for the children.
40. Initially, the Prime areas will be emphasised since these form the basis of what has been described as 'experience-dependent' learning - that is, learning which is subject to sensitive periods and which, if it does not happen initially, is more difficult to develop at a later stage.
41. Personal and Emotional Development has been described as the bedrock for all other learning and, in the early years, children's sense of self and self-confidence lead to them developing an awareness of, and empathy with, others. Similarly, physical development is essential and physical activity is of enormous significance in the early years, not only because of the enhanced benefits to a healthy body, but also because it drives cognition. Development in the prime areas continues throughout the lifespan. Children's development in the Specific Areas will occur as an outcome of development in the Prime Areas; although neither is sufficient alone. As children move through the Reception year, the balance will shift, dependent on individual children's stages of development towards the areas of learning in the Specific Areas, which include:
  - Literacy, including a Modern Foreign Language;
  - Mathematics;
  - Understanding of the World (including Computer Science / digital Literacy); □ Expressive Arts and Design.
42. This continuous approach, in a secure but challenging environment, will allow pupils to:
  - Explore, develop and represent learning experiences that help them to make sense of the world;
  - Test out ideas, formulate theories and concepts and develop a range of skills;
  - Understand the need for rules;
  - Take risks in their learning and learn new things through making 'mistakes';
  - Think creatively and imaginatively;
  - Communicate with others as they investigate or solve problems.
43. Each of the seven areas of learning in the EYFS will be of equal 'weighting' in terms of the school week, recognising that the balance from Prime to Specific areas will shift over the Reception Year.
44. All pupils admitted to the school will be assessed on entry to Reception. In EYFS, all pupils will be tested within the first two weeks of attending school. The pupils will be assessed on criteria taken from the EYFS 'Development Matters' document, age-related between 30 and 50 months. This offers a principled approach to on-entry assessment. It does not include any predetermined tasks

or tests and will not disrupt settling in routines. Instead, as part of their everyday practice, Learning Coaches/teachers will build their knowledge of each child through their observations, interactions and every day activities. They will use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria. Establishing this baseline will provide vital information for developing a personalised approach to planning for progress. Learning Coaches/teachers will observe their pupils daily, undertaking formative assessments and recording evidence in personal Learning Journeys. Through this systematic approach of planning through assessment, each child will be guided towards achieving a Good Level of Development in each of the 7 areas of learning.

45. In Key Stages 1 and 2, all pupils will follow a traditional model of study which involves core and foundation subjects. Subjects taught in discrete timetabled lessons will be:

Subject	%
English, incorporating the regular teaching of systematic synthetic phonics	26%
Mathematics	26%
Science	9%
History and geography	9%
Computer science	2%
Religious studies	4%
A choice of modern foreign language	4%
Physical Education	9%
Visual arts	2%
PSHE and citizenship	9%

## Subjects taught within the curriculum

### Subjects overview

46. The school's overarching emphasis is on depth before breadth. Our first priority is to build a secure foundation in English and Mathematics as the basis for all other learning. Pupils are taught to read, write and work with numbers fluently and confidently. Where pupils need extra support, it will be readily provided to ensure that every child reaches and exceeds nationally expected standards.

### English

47. English is an integrated and fundamental component of the whole Primary Curriculum. A good grasp of literacy is pivotal for learning in every curriculum area, and it is vital that pupils develop effective communication skills to equip them for everyday life. To develop pupils' spoken language, reading, writing and vocabulary, Literacy will be taught in a cross-curricular way, linking up to other areas of the curriculum. Pupils will have access to the rich opportunities needed to build a wide vocabulary within and across the subjects, which forms the secure foundation for reading, spelling and writing. Opportunities for speaking and listening will be integrated into structured play, individual, pair and collaborative work.
48. To secure outstanding for all pupils and to attain within the top 5% nationally at Key Stages 1 and 2, the curriculum will place a greater emphasis on the development of phonic strategies up to the age of seven. Our system takes a systematic, step-by-step approach to reading and spelling

through phonics, enhanced by a structured approach to teaching grammar and punctuation. Teaching will be characterised by consistency, structure, pace, praise and reinforcement. The Letters and Sounds and the Read, Write, Inc. programmes will be adopted to ensure consistency, rigour and pace.

49. All EYFS children will initially be taught to read via the Read Write Inc Phonics programme. The programme is a complete literacy resource for beginners and emergent readers. It is proven to develop fluent and enthusiastic readers who quickly develop an in-depth comprehension of texts. Phonics awareness helps the development of reading by segmenting and blending sounds. Through the programme, children learn to read and write letter-sound correspondences, decode effortlessly and spell and handwrite systematically. The programme also helps children write confidently using oral rehearsal.
50. Spelling will also be taught via Read Write Inc Phonics. Pupils will be taught the alphabetic code for logical spelling, common root words with prefixes and suffixes, mnemonics and strategies for learning irregular words as well as how to identify quickly any of their own frequently misspelt words.
51. Once a pupil can read fluently, we will move on to our own Reading and Writing programmes. These lessons will develop pupils' comprehension, vocabulary, writing, grammar, critical thinking and discussion skills. The school has a wide range of carefully selected literature that is appropriate for each year group and, where possible, complements and expands on content and concepts taught in other subject areas. The literature section will include non-fiction, fiction, drama, poetry and sayings that are exemplars of British pieces as well as multicultural works from around the world.
52. Pupils will be heard reading individually and in groups. The whole class guided reading sessions cover both fiction and nonfiction books and help to develop pupils' comprehension skills. Pupils are encouraged to read for pleasure and to read widely. The extended reading opportunities that the programme offers are complemented by a range of focused writing opportunities that lead to all pupils completing a piece of extended independent writing every week.
53. Pupils' writing skills will be developed from the moment they start at school. To support children moving towards independent writing, we will provide a wide range of activities including use of film; imagery; modelled; shared and guided writing, peer assessment partners. We will use Talking for Writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. Handwriting sessions will be incorporated into English lessons.
54. The English Curriculum is designed to encourage all pupils to:
  - Listen attentively, pay attention to detail, and process and retain key information;
  - Speak clearly with clear intonation, clear diction and accurate grammar;
  - Adapt the style of their communication to suit their intended audience;
  - Develop the necessary decoding skills in order to read fluently with appropriate expression and intonation;
  - Develop retrieval, deduction and inference skills to understand and respond to a wide range of texts in order to carry out research and be able to critically evaluate and analyse;
  - Develop cognitive skills, imagination and personal expression through writing compositions, using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose;

- Make progress along the continuum to becoming an accurate speller, using a neat, legible, cursive, handwriting style;
- Make fair critical responses about their own language use and writing composition, that of their peers, and that of popular authors and poets.

## Mathematics

55. All pupils will be given ample opportunity to develop their understanding of mathematics and teachers will use every relevant subject to develop pupils' mathematical fluency, enabling pupils to use, enjoy, practise, and talk confidently about Mathematics.
56. At the Early Years Foundation Stage, the Early Years team will provide activities and experiences which will improve pupils' skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and describing simple shapes, spaces and measures. Mathematics in the Early Years requires rigorous and consistent teaching sequences, combined with sustained periods where pupils find reasons to apply their learning and where adults scaffold pupils' thinking to lead them to use and apply their mathematical knowledge in real life situations. This is supported by well-designed activities which encourages child-led learning and discovery.
57. At Key Stage 1 and 2, maths will be taught using Abacus Maths and will have a spiral approach to learning. Bruner's Concrete, Pictorial, Abstract approach (CPA) will be used consistently to introduce new mathematical concepts. This will also ensure that pupils have secure number fluency; having knowledge of a range of mathematical models and strategies to use when problem solving.
58. Mental Mathematics will be taught implicitly within mathematics lesson as part of the maths curriculum. This will ensure pupils are adept at using mental mathematical strategies as an aid to problem solving. Mathematics meetings will take place daily for a duration of 10 minutes. These meetings will consolidate mathematical learning from the previous half term to support the spiral learning approach.
59. At Key Stage 1, there will be a heavy focus on Number and Place Value to ensure that all pupils are fluent in number. This is imperative for pupils so they acquire the knowledge needed to achieve objectives across the Mathematics curriculum. However, all Mathematical strands will be covered in each year group. Teachers will provide appropriate time for pupils to explore numbers and problems through the use of manipulates (resources). It is expected that children have access to manipulates at all times and are encouraged to experiment when problem solving using different manipulates. This 'trial and error' approach will ensure children become accomplished at selecting manipulates appropriately when problem solving.
60. By the end of Year 2:
  - Pupils should be using age-appropriate mathematical vocabulary.
  - Pupils should know their 2, 3, 5 and 10 times tables with associated divisibility facts.
  - Pupils should know the number bonds to 20 and be precise in using and understanding place value.
61. At lower Key Stage 2, the main focus will be to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform

calculations accurately with increasingly large numbers. Pupils should have the ability to solve a range of problems, including with simple fractions and decimal place value. Teaching will also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. Pupils will be taught to use measuring instruments with accuracy and make connections between measure and number. By the end of Year 4:

- Pupils should have memorised their multiplication tables up to and including the 12 multiplication tables.
- Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

62. At upper Key Stage 2, the main focus will be to ensure that pupils extend their understanding of number systems and place value to include larger integers. The curriculum will enable the pupils to solve a wider range of problems which require efficient written and mental methods of calculation. Pupils will be introduced to the language of algebra as a means of solving a variety of problems. The teaching of geometry and measures should consolidate and extend knowledge developed in number. The teaching will also ensure that pupils will classify shapes with complex geometric properties. By the end of Year 6:

- Pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.
- Pupils should be able to approach problems from a variety of different angles and apply the same concept or operation in different types of situations.

63. Assessments will be used to identify pupils' strengths and difficulties, to set group and individual targets for them to achieve and to plan the next stage of work.

## Science

64. Science will be taught as a separate lesson but will be linked to topic work where appropriate. Our science curriculum enables pupils to make steady progress in their knowledge of wide-ranging scientific topics.

65. The Science curriculum will encourage pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. The curriculum will teach pupils about plant, animal and human growth and revisit the human body throughout the year groups to build on concepts previously learned and teach new units. The curriculum will focus on the knowledge underpinning each of the Sciences, Biology, Chemistry and Physics.

66. In Reception, we will start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific vocabulary will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. Each year will feature learning on the biographies of historic, ground-breaking scientists including Galileo Galilei, Nicolaus Copernicus, Thomas Edison, Marie Curie and Alexander Graham Bell, among others.

## Mastery learning in English, mathematics and science

67. A mastery learning approach to the core aspects of English, Mathematics and Science will ensure that all but a very small number of pupils are able to achieve the highest standards of outcomes. Where required, pupils will receive intervention support for these core areas.

68. For pupils in KS1 who require intervention, this will happen during the school day with a reduced commitment to the wider curriculum, following a depth before breadth principle. Once pupils' English or Mathematics skills are secured to the same level as their peers, allowing them to fully access the broader curriculum, they will be reintegrated into other subjects covered in the curriculum.
69. For KS2 pupils, intervention will take place as part of the enrichment offer during lunchtimes and/or after school.
70. All intervention will be delivered through '1-to-1' and small group support and focus on preteaching and 'catch-up'. As a result, each pupil will be supported to progress to at least the minimum expected end of Key Stage outcomes. Personalised excellence is not easily delivered in a school which contains pupils from all backgrounds and with differing capacities. Nevertheless, the Trust recognises that every pupil can achieve excellence if they receive the right support and encouragement. Progress towards individual excellence will feature in the report cards of every pupil.

### **History and geography**

71. The school's history curriculum will generally use a chronological approach to the history and geography of both the world and Britain. The chronology will enable pupils to develop a strong foundational knowledge of time and place, which is necessary to help them meaningfully understand the past.
72. World history will cover topics such as Ancient Egypt and Mesopotamia, early Asian civilisations, Ancient Greece, African history, the American and French revolutions, and Russian history. In addition, British history ranges from teaching about Romans in Britain to the Vikings, Norman Britain, the Crusades, the Reformation, The Elizabethan Era, the Civil War, the Restoration, the Enlightenment, the Industrial Revolution, the Victorian Era and the British Empire.
73. In Geography, pupils will develop and build their spatial sense of perspective through using maps, globes and compasses. Pupils will learn about the seven continents and, each year, focus in depth on different geographical regions of the world and the UK by increasing their understanding of habitats, landscapes, ecosystems, climates, settlements, cultures and economic activities.
74. The school curriculum will unite history and geography of both the world and Britain to enable pupils to develop a strong understanding of how the world has developed and why current cultural and social environments are as they are today.

### **Computer science**

75. The Computer Science Curriculum will lay the groundwork for pupils aged 4- 11 to pursue new qualifications that are in development for Key Stage 4. Imaginative and rigorous programmes will be used to design the curricula, such as the 'Computing At School' (<http://www.computingatschool.org.uk>) initiative. In addition, the recommendations of the Royal Society's report, 'Shut down or restart? The Way Forward for Computing in Schools' will be incorporated.
76. Building on this digital literacy, younger pupils will develop expertise in handling, accessing and using different technologies and older pupils will become proficient in designing algorithmic processes to solve problems and create solutions. These learners will apply programming

language with increasing sophistication to learn the rudiments of software design relating to web sites, gaming construction, the development and deployment of 'apps' and e-solutions.

77. The curriculum will be age appropriate and will include:

- Technical aspects of ICT and computing
- Core applications and how to use them effectively
- E safety and security
- Business aspects of ICT
- Digital literacy and personal use of ICT

78. Whilst Computer Science will be delivered within the coherent curriculum offer in Key Stages 1 and 2, like the other components, it will be explicitly taught to clear objectives and expected learning outcomes in discrete lessons. Pupils develop their skills, starting in Reception with mouse control, keyboard skills, saving and printing work. Pupils use technology safely and identify where to go for help and support when they have concerns.

### **Modern foreign languages**

79. The Modern Foreign Languages (MFL) curriculum will be delivered from Nursery onwards.

80. At Key Stage 1, MFL will be delivered by the specialist teachers as a planned element of language sessions with opportunities being taken to teach simple vocabulary, phrases and learn songs. At Key Stage 2, MFL will be more formally taught as a discrete sessions every day by language specialists.

81. Pupils will be taught:

- How to use and respond in a foreign language;
- How to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness;
- Correct pronunciation and intonation;
- How to ask and answer questions;
- Techniques for memorising words, phrases and short extracts;
- How to use context and clues to interpret meaning;
- How to make use of their knowledge of English or another language in learning the foreign language;
- The interrelationship of sounds and writing;
- Aspects of grammar and how to apply them;
- How to initiate conversations;
- How to use dictionaries and other reference materials;
- How to communicate with each other in the foreign language in pairs and groups and with their teacher;
- How to use their knowledge of the language creatively and imaginatively; □ How to use the foreign language for real purposes.

82. Opportunities to learn MFL will be created through:

- Aspects of English such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction;
- Aspects of Mathematics such as counting, calculations, money, the time and the date;

- Songs, alphabet, poems, rhymes and stories;
- International or multi-cultural work, for example celebration of festivals, storytelling.

83. Art has a very important place in our curriculum and is woven into our half termly topics. The school sees art as a vehicle for creativity and individual expression and it provides opportunities for collaboration work. It is an important form of cultural expression and, therefore, has significance and meaning for all of our pupils. Our teaching provides an understanding of all the diverse art forms so that pupils experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

84. In Visual Art, pupils will learn sequentially about:

- Elements of art, such as colour and line
- Historic and contemporary art of different cultures, era and civilisations
- Sculptures, portraits, landscapes, abstract and architecture as art
- Being able to view, discuss and evaluate art.

### **Physical education**

87. There will be one timetabled PE lesson per week for all pupils from Reception to year 6.

### **PSHE and active citizenship**

89. This is a planned programme of learning through which pupils will acquire the knowledge, understanding and skills they need to manage their lives. The PSHE and Active Citizenship curriculum will develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. It will prepare them to manage most of the critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It will also help them to connect and apply the knowledge and understanding they learn in subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes, we actively promote British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and no faiths for life in Modern Day Britain. In addition, pupils will be taught how to distinguish between right and wrong, freedom of choice, freedom of association, freedom of thought and accepting personal responsibility.

90. The PSHE and Active Citizenship curriculum will also incorporate the Careers, Information, Advice and Guidance perspective and will be delivered to all pupils in school, including pupils in EYFS. Please refer to the PSHE and the Careers Information, Advice and Guidance Policies for further details.

### **RHSE**

#### **Religious education - Islamic Studies**

91. The teaching in Islamic Studies will enable pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. Pupils will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

92. The curriculum will promote the spiritual, moral, social and cultural development of our pupils.

93. Religious education will be taught to all pupils except those who are taken out by their parents. Parents wishing to do so, should contact the Headteacher to discuss this request as the school remains responsible for supervision and for ensuring that the request does not impact on a child's attendance to school.

## Organisation and planning

95. Long, medium and short term planning builds systematically upon pupils' prior experience and looks ahead to the next stage.
96. Each year group has a long term plan. This indicates what topics, and which objectives are taught each half term. The curriculum is knowledge-based, with a cross-curricular approach to enable 'joined up/ purposeful' learning to take place.
97. Each subject has a scheme of work across the year group and Key Stages. The Scheme of Work shows the unit of study.
98. With our medium-term plans, we give clear guidance on objectives, clear success criteria, teaching strategies and key skills that we use when we teach each topic. This ensures progression in learning and provides pupils with many opportunities to consolidate learning. Our medium-term plans show the objectives being taught and how pupils will learn, i.e. the activities they will undertake, the expected outcomes and the skills that they will develop.
99. Short term plans are those which teachers write for each lesson. We use these to set out the learning objectives for each lesson, and to identify what resources and activities are going to be used for the lesson. All lesson plans, including the different activities within a lesson will show differentiation for groups of pupils with different abilities and resources.

## Partnership

102. The school's curriculum is published on the school website. At the start of the year, teachers will provide parents with information about the curriculum and expectations for that year group and how parents can support this. In addition, the school will also provide parent information sessions over the course of the year to help support how the curriculum is taught and how parents can support their children at home.
103. Each term there will be regular information provided to parents on the curriculum and the units of work which will be studied in school. This is supported with dialogue with parents, to give them an indication of enrichment opportunities, e.g. visits to the theatre or museums, which will support the children with their learning over the half term. All newsletters and supporting information are put onto the school website. In addition, information booklets are prepared for parents to help their child with the curriculum at home.
104. Learning at home is an essential part of an outstanding education. At our school, we believe that regular homework is important, as it gives the opportunity to practice at home the tasks and skills covered in class. It also helps our pupils to become confident and independent learners, which will help throughout their time at school and adult life.
105. Homework is viewed as:
- Developing the home school partnership;
  - Consolidating and reinforcing skills and understanding;

- Exploiting resources for learning in the home;
- Developing skills of organisation and self-discipline;
- Preparing the pupils for the demands of secondary education;
- Extending school learning.

106. Please refer to the Homework Policy for further details on length of homework for different year groups over the week.

### **Monitoring, evaluation and review**

107. The policy will be promoted and implemented throughout Oakwood Primary School.

108. The Board of Trustees will monitor the operation and effectiveness of arrangements referred to in this policy at the school.

109. The Head of Establishment will review this policy every two years in consultation with the Board of Trustees.