



Oasis Academy Boulton

Appendix to Oasis Academies Learning Policy (Curriculum)

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Teaching and Learning Policy

Teaching and Learning at Oasis Academy Boulton

“At Oasis Academy Boulton our vision is to provide a rich education where all children can fulfil their potential. Through access to a range of experiences, we aim to provide an emotionally secure environment where all children learn how to manage their feelings, be a good citizen and belong as part of their community.”

Experiences, Nurture, Success!

Planning

At OAB, we are committed to following the programmes of study as required by the National Curriculum 2014. We follow a cross-curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross-curricular opportunities to enhance learning.

- Weekly planning frameworks for all subject areas are to be used and stored centrally on the staff drive in curriculum file.
- Staff to use medium term plans which are stored centrally in staff drive in curriculum file .
- In year 1- staff to use Autumn transition planning; if children have achieved their Early learning goals then they follow the National Curriculum or otherwise continue with EYFS curriculum.
- Planning to be given and shared with the Teaching Assistants by the Friday for the following week.
- Differentiation to be used in all subject areas in every part of the lesson to support the needs of all children, including for the more able, EAL and SEND children. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See OAB SEND & More Able Policy)
- Differentiation to be used in the form of challenges; where challenge 1 is the simplest and challenge 3 is the hardest.
- Strategic questioning to be used in planning to challenge and deepen thinking. Staff to use Bloom’s Taxonomy to support planning of appropriate questioning.
- Planning to incorporate key vocabulary which the children need to know in their learning.
- During reading skills, classes are grouped by ability and share a whole class text at the start of the week. The lower ability children have an alternative text that is shared with the Teaching Assistant. Over the course of the week, the children have differentiated tasks linked to the books and the reading domains. They are supported by either the teacher or TA, on a rotation basis.
- A range of resources and experiences to be used in planning to engage the children.
- Cross-curricular links to be made where possible, particularly in computing; children to have access to IPADs all day.
- Focused learning objectives to be used and appropriate success criteria to secure pupil progress.
- Staff to use evaluation of learning in lessons to tailor weekly plans, on a daily basis to optimise learning.
- Curriculum overviews for parents detailing what the children will be learning to be sent out on a termly basis.
- At the start of every term, staff to plan for at least one trip or visitor into school related to the topics they are covering in the curriculum, per half-term, to deepen the children’s learning experiences.

- Staff to ensure appropriate risk assessments are used if needed and follow school policy.
- In EYFS, staff to plan for indoor and outdoor provision (See OAB EYFS Policy)

Teaching and Learning

At OAB, All staff should have realistic but high expectations of what all children are able to achieve. We recognise the need to employ a range of teaching and learning approaches, styles and skills. In order to achieve this, the following strategies are employed at our academy:

- Collaborative learning groups of 4/6 to be used in classrooms, where children learn from each other rather than being directed by the teacher.
- Talk partners to be used in every lesson.
- All children to speak in full sentences.
- Mini plenaries used to check understanding or support any misconceptions
- 'Partner 'questions approach with no hands up from the class. Teachers to use the power of peers positively to progress learning.
- Throughout the week, all children will be taught in a focus group by the class teacher and teaching assistant.
- Date and learning objective to be ready before the lesson starts and shared at the beginning of the lesson and displayed on the whiteboard or IWB, using teacher's joined, cursive handwriting that reflects the Penpal's Academy handwriting programme.
- Learning objectives and success criteria to be shared in every lesson.
- Learning objectives should reflect the learning intention rather than the task to be done.
- Appropriate success criteria to be put in children's books in KS2 where they can make an assessment (SA) and teachers make an assessment (TA.) In KS1 success criteria to be created together and displayed during the lesson.
- Teachers to mark against the success criteria using the given symbols in green.

△ achieved ▲ partially achieved ■ not achieved

- Teacher to use maximum of 2 worksheets per week in all subjects.
- Pre-teaching to be used effectively to prepare children for the learning ahead-developing independence.
- Teachers to use photographic evidence in children's books at least once per week with a description of learning.
- Staff to use the PLT's reward system to acknowledge good learning behaviour which the children are displaying in the classroom.(see OAB Behaviour Policy.)
- Staff to follow school behaviour policy to manage behaviour in the classroom. Staff to ensure a positive approach is used at all time. Strictly no shouting or raised voices to be used at any point during the school day and our 9 habits to be followed.
- Staff to follow timetables on a daily basis. Timetables are stored centrally. See time allocation sheet for balance of curriculum subjects. Any changes in timetables must be shared with SLT.
- Staff to have high expectations of presentation of work in children's books. (See Marking and presentation policy.)
- All children from Yr3 onwards must use a handwriting pen when handwriting is joined (except in mathematics) and must not switch between the pen/pencil- it must be the school handwriting pen.
- Strong supportive relationships characterise the positive atmosphere in our classrooms where feelings of respect, trust, optimism and intention to learn is evident.

- Staff to use expectations set out in the Marking and presentation policy for presenting work in the A2 Learning portfolios.

Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (ie year 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in year 1 and re-tested where necessary in Year 2. Optional tests are also taken in Years 3, 4 and 5. Initial assessment is used in Reception/ Early Years within 6 weeks of starting school and evidenced and monitored through the use of EYFS monitoring and tracking system- EExAT

Suitable tasks for assessment include:

- Group discussions
- Short tests in which pupils write answers
- Specific assignments for individual pupils
- Discussions in which children are encouraged to appraise their own work and progress
- Pupil observations
- SATS

Feedback to pupils about their own progress is achieved through discussion and the marking of work. (See OAB Marking and Presentation Policy.)

At OAB, teachers mark against the given success criteria for each child. This can be done while the task is being carried out through discussion between the child and the teacher.

All results from assessments are analysed and used to inform future planning (See OAB Assessment policy.)

Cross phase continuity is ensured by:

- Pre-school liaison meetings
- Cross-phase liaison meetings
- In-school liaison meetings between staff
- Liaison meetings between Year 6 teachers and those from prospective secondary schools
- Visits to secondary schools by year 6 pupils
- Transfer of pupil records of progress and summative assessment results

Records of progress kept for each child are:

- Updated regularly as needed by teachers
- Class teachers to use information from class cohort files and transition document at the start of each academic year as they prepare for a new class
- Retained throughout the child's time at the school and appropriate records passed on to the other schools when pupils leave

Reporting to parents is done 4 times a year through consultations and twice through written reports. Results of individual pupils; assessments are made available to the parent

concerned and the overall statistical profile (but not individual results) is made available to the parents, Academy Councillors, LA and national government.

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the curriculum areas by the ALT and subject leaders according to the Growth Development Cycle. Half-termly Pupil Progress meetings are used to discuss the impact of interventions and whole school provision for all children. Lesson observations and drop ins are carried out on a regular basis by the Principal, SLT or other Academy leaders.

The Performance Management Cycle informs teaching and learning. (See Performance Management Policy.)

Learning Environment

At OAB, the learning environment is managed in such a way as to facilitate different styles of learning and teaching :

- In every classroom there are learning walls for English & Mathematics including a WAGOLL (Years1-6.) The walls should reflect a range of learning and support tools or working aspects. Key vocabulary should also be displayed.
- A phonics display should be in Year 1 and EYFS
- Spelling patterns displayed in year 2 and KS2
- There should be a SPaG display in every classroom (Years 1-6)
- There is an E-Safety display in every classroom.
- Class rules are displayed in every class room
- Ethos statement and safeguarding information is displayed in the classrooms
- Number of children present each day must be recorded on the board
- Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year.
- Visual timetables displayed in each classroom
- There should be a Magpie tree in every classroom to reflect new language the children have acquired
R-Y6 to have language acquired displayed on different coloured leaves for each genre:
Narrative - (yellow)
Poetry -(orange)
Instructions -(red)
Non Chronological Reports -(green)
Explanations -(blue)
Discussion -(pink)
Persuasion – (purple)
Teachers/ TAs to write on the leaves using joined, cursive handwriting. The meaning of the words to be added under the word.
In upper key stage 2, children to add their own leaves to the tree.
Teachers to use school leaf template.
- All PLT's characters displayed at child height so reference can be made to these during the lesson
- At least one topic learning wall in every classroom showing information and an explanation about learning that has taken place (See OAB Display policy.)
- At least one interactive and 3D display to stimulate a response by the child
- Classrooms should be tidy and clutter free

- Class resources should be kept tidy and well labelled for ease of use by the children to promote independence
- Each classroom to have a well-resourced reading corner with seating
- Planning on walls in classrooms
- Classroom support is available in the form of a teaching assistant or volunteer, to be used at the discretion of the class teacher. Volunteer helpers assist with many aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and follow the OAB Student and Volunteer Policy.

Home Learning

At OAB homework is considered to be a valuable element of the learning process. (See Homework Policy)

At OAB, we believe that homework should be set:

- To involve parents in their children's learning
- To help parents keep abreast of what their child can and cannot do
- To take advantage of the home context to apply learning
- To encourage children to talk about their work to their parents and explain what they are doing and how
- To prepare children for secondary school experiences of homework
- To view learning as a life- long process and not just restricted to school hours

Curriculum

At OAB, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception.

Aims

The curriculum is all the planned activities that we as a school organise in order to promote learning, 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 experiences of our children. 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, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Values

At OAB, we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their

intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. At OAB, our values permeate all areas of school life and are reflected by the schools simple motto: **Experiences Nurture Success!**

Organisation and Planning

We teach an exciting and creative curriculum and our aim is to encourage our learners to achieve their very best and to ensure they develop skills and talents in all aspects of intellectual, social and physical development. The curriculum is divided into the following stages:

Foundation

Nursery (3-4 years old) and Reception (4-5 years old)

Key Stage 1

Years 1 (5-6 years old) and 2 (6-7 years)

Key Stage 2

Years 3, 4, 5 and 6 (7-11 years)

The children study a variety of Imaginative Learning Projects which cover the primary curriculum and includes the core areas of learning and experience which are essential to a child's development which are defined within the National Curriculum. The learning environment is also carefully planned to support learning and teaching in core curriculum areas so that children can become independent and motivated. The core areas are:

- **English language and literacy** – speaking, listening reading and writing play an important in the learning process and are outlined in the National Curriculum and Early Years Foundation Stage curriculum.
- **Speaking and listening** – we encourage learners to express themselves effectively and confidently for different purposes and audiences and to listen and respond to each other.
- **Reading** – we teach reading skills daily and provide opportunities to read in all areas of the curriculum. We employ a *systematic approach* to phonics and other word *reading* strategies and seek to engender a life-long love of reading. The school is well equipped with a variety of interactive books, audio books and pictures to encourage learners to look, listen, talk and read.
- **Writing** – learners are encouraged to write for a variety of purposes and are taught the skills needed to become confident writers.
- **Mathematics** – learners develop their numeracy, problem solving and reasoning skills through a range of practical activities and challenges.
- **Science** – learners have opportunities to explore and learn about their world. They learn to hypothesise, test their predictions and draw conclusions.
- **Information and Communication Technology** – learners are equipped with the necessary skills and confidence to successfully function in the changing world of technology.

- **Religious Education** – we believe that all learners should develop mutual respect and understanding of many different beliefs and cultures. You will have the right to withdraw your child from RE and Collective Worship by written request.

Your child will also study the following Foundation subjects:

- History
- Music
- Geography
- Art
- Design Technology
- Physical Education
- Swimming – this is part of the National Curriculum. The school aims for every child to be able to swim before they move to secondary school. Qualified swimming instructors work with the children to teach this important life skill.
- Personal, Social & Health Education and Citizenship
- Healthy Lifestyles (Roots to fruits)
- MFL- Spanish

Our Creative Curriculum

Our mission is to deliver a vibrant and creative curriculum that puts children at its heart, excites their imaginations, inspires them to learn, extends their horizons and deepens their understanding.

The Oasis Curriculum – Our Statement of Intent

- In line with Oasis' Education Charter, the curriculum is the heart of our academy's educational provision. Through this - and our commitment to an exceptional climate for learning and great pedagogy - we make **focused** learning the foundation of every lesson. We have designed our curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence. Through our curriculum we will achieve outcomes that drive social mobility and give everyone freedom of choice throughout their lives.
- The Oasis ethos and 9 Habits are a foundation stone to the design and delivery of our curriculum. We know that the development of character doesn't happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We therefore work hard at preparing our students to be the best version of themselves not just for today but for their futures too.

At Oasis Academy Boulton we believe our children are entitled to an enriched curriculum to encompass the needs of the whole child. We do this through...

- **Developing healthy lifestyles: Community Fitness Gym, Outdoor Green Gym, Roots to Fruits, Dance Exchange (Hippodrome Dance Academy) and cooking**

- Raising Aspirations: Aspire week, Weekly Enrichment Sessions, Growth Mind set and Working with Expert Visitors
- Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually.

At Oasis Academy Boulton we believe the children have a voice and a freedom of choice. We do this through...

- Promoting student Leadership: Attendance Monitors, Safeguarding Squad, Boulton Parliament and Academy Improvement Team
- Nurturing our children: Thrive, Mindfulness and Trusted Adults
- Whilst our knowledge-rich curriculum is designed to ensure the very best academic outcomes for our young people using the latest research in how the brain and memory works, it is about so much more than simply securing great results. It is about our academy's determination to achieve excellence with equity and integrity: where we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and there are no limits to the achievement and ambition of our most able.

At Oasis Academy Boulton we believe that all children are entitled to an inclusive education. We do this through...

- Community transformation: Community Outreach Work, Parent Drop in Sessions, Workshops, Free Breakfast Club (Greggs), Free Holiday Programme (DfE)
- Community integration: Peer Translators, Induction Package for Newly Arrived Children, Celebration of Different Faiths through Themed Days/Weeks
- Partnerships with Local/National Schools: Extend the curriculum for the most able by working alongside our local outstanding secondary schools for writing and music
- In our academy this will mean that all children, whatever their background, starting point and life experience, develop a strong grasp of the key learning skills, attitudes and knowledge they need to make an excellent start to secondary education. This will be delivered through the crafted experiences of a stimulating, broad and balanced context-based curriculum that is not restricted to just skills and knowledge for Reading, Writing and Maths.

At Oasis Academy Boulton we believe that all children should have creative and meaningful experiences. We do this through...

- Embellished Curriculum: Trips and Visitors, Extra-Curricular Activities, 10 things to do before leaving Boulton, Local, National and Global links and an Animal Enclosure

Our core curriculum underpins all the learning in different subject areas with a clear purpose for KS1 and KS2

| | |
|--------------------|---|
| History | <i>To help children understand Britain's past and the wider world for a sense belonging.</i> |
| Geography | <i>To help children understand their environment and the impact they can have towards change.</i> |
| Art/DT | <i>To contribute to the creativity, culture, wealth and well-being of the world we live in.</i> |
| Spanish | <i>To develop the teaching and learning of Spanish across the school, preparing children for future opportunities in Spanish speaking countries.</i> |
| Music | <i>To bring joy into our children's lives and to enable them to express their emotions through different mediums.</i> |
| RE | <i>To promote awe and wonder and to appreciate different cultures and beliefs.</i> |
| Computing | <i>To develop children's experience and understanding of ICT, preparing them for jobs of the future.</i> |
| PE | <i>To develop children's experiences and enable them to achieve personal successes, the appropriate skills and confidence to partake in all sports.</i> |
| Healthy Lifestyles | <i>To enable our children to understand the importance of nutrition, giving them the skills to grow food and then prepare meals at home safely.</i> |
| PSHE | <i>To develop empathy and strategies to control and understand emotions, feelings and behaviours.</i> |
| Science | <i>To prepare scientific leaders for the future and create opportunities for that 'Eureka' moment by developing an investigative mind.</i> |
| English | <i>To inspire creativity and develop high levels of communication to enable interaction with society: culturally, emotionally and spiritually.</i> |
| Maths | <i>To make interconnections in everyday life, forming a foundation for understanding the world and the ability to reason mathematically.</i> |

- Our knowledge-rich curriculum and our commitment to the Oasis ethos and Nine Habits is supported by our Trust's policies on Learning and Behaviour for Learning and the work of our National Lead Practitioners and Leads for Learning Innovation.
- Our commitment to providing students with a wide range of extra-curricular clubs and activities will add depth and breadth to our provision and allow our students to follow their hobbies and interests outside of the formal curriculum.

At Oasis Academy Boulton we believe that all children should have creative and meaningful experiences. We do this through...

- [Extended learning opportunities: Weekend Dance Academy, Residentials, Trips and Visitors, Enrichment Activities, Community Hub Events, Partnerships with other](#)

Schools, Global Links, Breakfast Clubs, Afterschool Clubs, Whole Class and Personalised Music Provision

For the Early Years

- We will provide a curriculum based on planned, **active and exploratory play** and the development of physical dexterity, **creativity, critical thinking**, language skills and social awareness. The curriculum will provide opportunities for these children to learn to read and write, develop skills in maths, find out about the world around them and develop an understanding of art and design

| Our core curriculum underpins all the learning in different subject areas with a clear purpose for EYFS | |
|---|---|
| Personal, Social and Emotional Development | <i>To develop holistically alongside others, establish friendships and enable children to have the confidence to know themselves and find a place in the world.</i> |
| Physical Development | <i>To give children the skills necessary to be able to live a healthy lifestyle.</i> |
| Communication and Language | <i>To develop children into being active listeners and effective communicators.</i> |
| Literacy | <i>To give children the tools they need to become independent learners and instil a love of reading and writing.</i> |
| Maths | <i>To develop mathematical thinking in order to make connections within the world around them.</i> |
| Understanding of the World | <i>To inspire a sense of wonder, understand and celebrate differences, encourage critical thinking and nurture the ability to question the world around them.</i> |
| Art and Design | <i>To inspire creativity and give children the opportunity to express themselves in ways that empowers them.</i> |

Our Beliefs in EYFS...

*At Oasis Boulton, we believe the teaching of systematic phonics should be embedded in all areas of learning, as well as expressing themselves through independent writing and guided writing daily.

*At Oasis Boulton, we believe that children should be given the opportunity to apply skills and knowledge independently by exploration and investigation

*At Oasis Boulton, we believe that children should face a challenge with a positive attitude and think critically to problem solve in their own way

*At Oasis Boulton, We will ensure that all adults understand the development stages of individual children and target learning through purposeful resources, well planned activities and the freedom of child initiated activities

*At Oasis Boulton, we believe in taking risks to promote an 'I can' attitude towards learning, giving children the confidence to be themselves

*At Oasis Boulton, we believe that the outdoors is an opportunity to enrich and extend the learning that takes place in the classroom

Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events, themed days etc). In addition we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

| Themed Days | |
|--|---|
| Autumn | National Curriculum Links |
| International Peace Day World Food Day Global Links (Chennai) Anti-Slavery Day Anti-Bullying Week European Languages Day Resident Artist (KS1) Christmas Whole School Theatre Visit | Geography DT History PSHE MFL Art RE Music/drama |
| Spring | National Curriculum Links |
| Fair Trade Local and Community History Safer Internet Day Easter Global Links (Chennai) Chinese New Year Music Day (instruments) World Book Day Languages around the World Unplugged problem solving Investigations Toys 9 Habits | PSHE History Computing RE Geography Art Music Creative Writing MFL Computing Science DT Character Week |
| Summer | National Curriculum Links |
| How healthy can I be at home? Healthy Lifestyles The body- celebrating science Mental Health Week Unplugged Problem Solving Sports Day Contrasting Locality- whole school visit to Weston Super Mare Environmental Day Take One picture (National Gallery) Inter Faith Day Road Safety Cycling Proficiency | Healthy Lifestyles DT- Healthy Foods Helthy Lifestyles Science- The Body PSHE Computing PE Geography Geography Art RE PSHE |

Extra-Curricular Activities

| Day | Name of Club | Club Times: | Year Group: |
|-----------|----------------------------|------------------|--------------------------|
| Wednesday | Crafty Kids (Art) | 3:30pm – 4:30pm | Nursery & Rec |
| | Stitched Up (Sewing) | 12.45pm – 1.15pm | Years 3,4 & 5 |
| | Stitched Up (Sewing) | 3.30pm – 4.30pm | Years 3,4 & 5 |
| | Team Games | 3.30pm – 4.30pm | Years 5 & 6 |
| Thursday | Lego Club | 3:30pm – 4:30pm | Rec, Years 1 & 2 |
| | Beat It (Drumming) | 3:30pm – 4:30pm | Year 5 & 6 |
| | What's in the News | 12.30pm – 1.00pm | Years 5 & 6 |
| | Book Club | 3:30pm – 4:30pm | Years 1 & 2 |
| | Board Games | 3:30pm – 4:30pm | Years 4, 5 & 6 |
| | Gymnastics | 3.30pm – 4.30pm | Years 1,2,3 & 4 |
| | Animation Club | 3.30pm – 4.15pm | Years 4,5 & 6 |
| Friday | Sweet Treats (Sugar craft) | 3:30pm – 4:30pm | Rec, Year 1,2,3,4,5, & 6 |
| | Choir | 2.50pm – 3.20pm | Year 1, 2,3,4,5,& 6 |

Subject Time allocation

At OAB, we take into account the Qualifications and Curriculum Authority (QCA) published guidance on designing and timetabling the primary curriculum in 2002. This remains the most recent centrally-published guidance on time allocation in the curriculum. This guidance suggests a possible allocation of time in hours and minutes per week, averaged across a year for National Curriculum subjects. Although this no longer reflects current government policy with the addition of learning a Modern Foreign Language (MFL) at KS2, we use this guidance only to support timetabling in our academy.

The roles of the Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum 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 National Curriculum and that progression is planned into schemes of work.

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;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update

- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans

The curriculum leader has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that fun, laughter and hard work underpin OAB's curriculum development.

Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations.

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage: We set suitable learning challenges

- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mind set in all our children linking back to our school moto – Experiences Nurture Success ! Extra support and interventions are provided for children as necessary and in line with our SEND policy.

Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents 4 times a year either in the form of a written report or a parent' evening where parents' make an appointment to meet with their children's teachers and discuss their progress.
- School website and year group pages inform parents what has been happening in the wider curriculum.
- Weekly school newsletter which highlights the exciting activities the children have experienced in school

- Curriculum booklets, detailing curriculum overviews and children's targets are shared with parents to show what the children will be learning throughout the year and their next steps
- The schools Twitter feed informs parents instantly of whole school or enhanced activities which are taking place

Teachers are of course also available at the start and end of each day for any necessary communications. The school office is another port of call.