



Oasis Academy Boulton

Appendix to Oasis Academies Learning Policy (Curriculum)

Principal: Shilpa Rathore

Teaching and Learning Lead: Joanne Davies

Date reviewed: 12/10/2018 V3

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 booklets 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

(See Marking and Presentation Policy for further details.)

- 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 Yr4 onwards must use a handwriting pen (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 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 SLT, phase leaders 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, phase leaders 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 (Year1-6.)
- There is an E-Safety display in every classroom.
- Class rules are displayed in every class room.
- 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 following overview shows the subjects that the children will cover over the year:

Weekly Subject Overview 2018/19

Autumn Term

	Subject
Week 1	Geography
Week 2	Design and Technology
Week 3	History
Week 4	PSHE
Week 5	MFL (KS2) ART (KS 1)
Week 6	RE
Week 7	Music/drama

Spring Term

	Subject
Week 1	PSHE
Week 2	History
Week 3	Computing
Week 4	RE
Week 5	Geography
Week 6	Art
Week 7	Music
Week 8	Creative Writing
Week 9	MFL
Week 10	Computing
Week 11	Science
Week 12	DT
Week 13	Character Week

Summer Term

	Subject
Week 1	Healthy Lifestyles
Week 2	DT- Healthy Foods
Week 3	Science – The Body
Week 4	PE
Week 5	Computing
Week 6	PE- Healthy Lifestyles
Week 7	History
Week 8	Geography
Week 9	Art/DT
Week 10	RE
Week 11	PSHE

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.