



Curriculum Rationale

INTENT	Inspire, Challenge & Achieve Together											
	Core Values	Ready			Respectful			Safe				
	Principles	<p>At Oakfield Primary School, our curriculum is designed to recognise children’s prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Our research based, bespoke curriculum is progressive and is underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory.</p> <p>Our eight year curriculum is based upon the Early Years Foundation Stage Statutory Framework and the National Curriculum and is reviewed on a termly basis to ensure it meets the needs of our current cohorts and community.</p> <p>We recognise that every child is unique and welcome and celebrate differences within our school community. Our curriculum aims to be fully inclusive and to develop the cultural capital of all our pupils.</p> <p>We acknowledge that we need to develop children’s knowledge of themselves as learners through the use of self-regulation and meta-cognition. Through promoting our learning behaviours of pride, resilience, organisation, curiosity, initiative, independence and team work we seek to prepare children to succeed in a diverse and ever changing society.</p>										
	Learning Behaviours	Pride		Resilience		Organisation		Curiosity		Initiative & Independence		Team Work
	British Values/ Historical Substantive Concepts	Civilisation	Conquest	Democracy	Empire	Monarchy/ Ruler	Rules/Law	Trade/ Trade route	Legacy	War/ Conflict		
	Social & Emotional Drivers	Feeling safe			Aspirations			Healthy Minds, Healthy Lives		Growth Mindset		
	Drivers for Cultural Capital	Love of reading/ reading opportunities		Vocabulary acquisition		Quality First Teaching for all pupils		Metacognition	Social & Emotional Enrichment opportunities		Communication Community	



IMPLEMENTATION	Curriculum Driver	A bespoke curriculum of progressive knowledge							
	Research on meta-cognition to be used	Retrieval Practice Prior Learning is reviewed regularly to increase short and long term memory	Spaced Practice Learning is most effective when spaced rather than blocked	Elaboration Recalling and describing learning	Concrete Examples Using specific examples to understand abstract ideas	Interleaving Support pupils to discriminate between topics and aiding long term retention	Feedback Driven Metacognition Awareness of what they don't yet know		
	Inclusion	Responsive/Adaptive Teaching Lessons incorporating: - Quality First Teaching - prior/sticky knowledge - I do, We do, You do (modelling) - Independence - Collaboration - Resilience - Growth Mindset - Feedback	Pastoral Support - Nurture - Mentoring - Check ins - Pastoral programmes	Parent Partnerships - Communication (staff on gate/door, dojo, office) - Early Help - Links with Children's centres - Transition Support	SEND Support - Graduated approach - Support – bespoke to need - Scaffold - Precision Teaching - Specific intervention (phonics, maths, reading, spelling, SaLT, physio, etc).	Outside Agency Support - Speech & Language Therapy - ASET - CAMHS - Educational Psychology - Physiotherapy - Occupational Therapy - Physical Disabilities - School Nursing Team	Remote Learning - High expectations - Feedback & assessment		
	Quality First Teaching	High Expectations	Good Subject Knowledge	Well Structured & Sequenced Lessons	Responsive/ Adaptive Teaching	Effective Behaviour Management	Assessment	Good Progress	Wider Professional Partnerships
	Organisation of the Curriculum	Early Years Personal, Social & Emotional Development, Physical Development, Communication & Language Development, Literacy, Mathematics, Understanding the World, Expressive Arts & Design							
	English				Maths				
	Science	Geography	History	Religion & World Views		Computing		PSHE	
	Art	Design & Technology		Music		PE	MFL (French)		



IMPACT	<p>Our bespoke curriculum is inclusive and aspirational for all pupils irrespective of their background and starting point. This section outlines how we measure the success of our curriculum.</p>	<p style="text-align: center;">Standards</p> <p>Children:</p> <ul style="list-style-type: none"> - reach age related expectations - make expected progress - have age appropriate life skills - meet the expectations of the wider curriculum - have the necessary knowledge and skills for the next stage in their education (with a focus on transition points) - can articulate, use and apply the knowledge and skills acquired - have an understanding of their own learning metacognition 	<p style="text-align: center;">Social & Emotional</p> <p>Children:</p> <ul style="list-style-type: none"> - demonstrate resilience and are responsive to challenge - form and maintain healthy relationships - understand their rights and respect the rights, views and beliefs of others - are confident to express and articulate their views and opinions - understand how to be physically healthy - understand how to keep emotionally healthy - present as well-rounded members of the community and as global citizens 	<p style="text-align: center;">Prepared/Equipped for next stages</p> <p>Children:</p> <ul style="list-style-type: none"> - recognise and understand who they are themselves in the community and the in the wider world - are able to make choices based on their context, both in their community and the in the wider world - understand how to keep themselves and others safe - are curious about their own lives, their community and the wider world
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