



Intent

Oakdene's bespoke curriculum is broad and balanced ensuring that we develop children who are aware of the impact of the past, are learning about life in the present and are prepared to deal with the changes of the future. Through our School Values we aim for our children to be inquisitive, enthusiastic, tolerant, respectful and happy individuals with the ability to prosper in a diverse society. High expectations in the core and foundation subjects enable our children to confidently move onto the next stage of their learning. All children, irrespective of background, needs or abilities are entitled to a wide - ranging curriculum and we consider cultural and social capital, and physical and mental well-being as essential aspects of the curriculum, helping us to develop children who are comfortable in their own minds and skins and able to enhance their social, moral and cultural understanding.

Implementation

English and mathematics underpin all the work that we carry out, with reading at the heart of all work, enabling children to access the full curriculum. Learning is carefully planned for each year group ensuring progression throughout the School years. The curriculum is not narrowed and all children undertake all subjects throughout each year group. Clear, strategic planning around quality texts allows the curriculum to be dynamic and is adapted to the needs of Oakdene children. Developing a wide range of vocabulary is key to the knowledge that children learn and retain.

Our curriculum has high expectations for all children and we embody this in day to day teaching. Teachers' planning shows thought is given to prior learning, building on skills and knowledge already achieved and is responsive to individual children's needs. We aim to teach our children how to retain information and facts while also developing knowledge and skills across all areas of the curriculum. Our feedback processes ensure that children can make good progress in their learning.

Our curriculum includes the wider area of cultural and social aspects to ensure that all our children receive a well-rounded and extensive offer to enhance their learning and life skills. Children in all year groups are offered trips and enhancements closely linked to the curriculum. Cultural Capital is a major strand of our curriculum ensuring children are prepared for their future stages of education and work. In a constantly changing world, we recognise that our children will need to have transferrable skills and we aim to develop this skill for all our children.

Impact

We are constantly reviewing the curriculum offer which we give to Oakdene children. In-depth monitoring ensures that all children are receiving the broad and balanced curriculum they are entitled to with clear progression in all subjects. Senior Leaders work with Subject Leaders to review learning, evaluate pupil voice and provide feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team work together to embody our vision and values through the curriculum. We aim to ensure that all children make good progress in all subjects and we do not confuse this with coverage. We plan activities so learning is embedded and knowledge is retained. Feedback from Children and Parents shows that they value the curriculum we offer and Parents attend many workshops, sharing sessions and information meetings. We aim to ensure that at Oakdene we can 'Grow and Learn Together' for all our children to be healthy, well-educated and happy individuals.

Inclusion & Equal Opportunities

In line with the National Curriculum expectation that the majority of pupils will work through the curriculum at the same rate, all children are provided with a curriculum that enables them to succeed. Most children will access the same task. However, challenge can be adapted in the following ways:

- Use of visuals & word banks
- Different ways of recording, including technology
- Scaffolded support from learning assistants
- Grouping children in mixed ability groups
- Higher order questioning
- Use of open-ended tasks that enable children to show deeper thinking

Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Monitoring & Evaluation

As subject leader, monitoring and evaluation will be done in a variety of ways:

- Book reviews
- Pupil voice
- Lesson observations
- Learning & environment walks
- Overview of planning to ensure progression

Professional Development

Opportunities for professional development are provided regularly through inset sessions, both in-school and through the Write Club 7 Network. Subject leaders may also receive training from external providers, as well as through meetings with the School Improvement Advisor.

The subject leader is available to support colleagues through coaching, and deliver inset sessions when required.

Health & Safety

All relevant risk assessments are carried out for class work and trips.

Activities are planned with due regard to our Health & Safety policy. Risk assessments are undertaken as appropriate, and kept in the Health & Safety file. A copy of any risk assessment is also kept with this policy.

When working with tools, equipment and materials in practical activities and in different environments, pupils should be taught:

- about hazards, risks and risk control;
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- to use information to assess the immediate and cumulative risks;
- to manage their environment to ensure the health and safety of themselves and others;
- to explain the steps they take to control risks.

When working with food, children will be taught the importance and hygiene and safety to avoid cross contamination and food poisoning. Long hair must be tied back, jewellery must be removed and hands should be thoroughly washed before starting to work with food.

Hygiene and cleanliness

During food preparation sessions;

- there will be no licking of fingers or spoons
- there will be no wandering around
- coughing and sneezing are to be avoided if possible
- if a person leaves the food preparation area, hands will be washed on their return
- a separate chopping board will be used for the preparation of raw meat.
- All staff must ensure that food equipment is only used;
- when children are closely supervised
- for food purposes

Cleaning of food equipment

It is essential that hot water, washing-up liquid and clean J-cloths are used when washing up. Drying up will be done with either paper towels or freshly laundered tea towels. Tea towels are kept in the cooking area. The teacher in charge of the activity is responsible for laundering them. Once dry all equipment will be returned to the correct cupboard.

The Purchase and Storage of Ingredients

Ingredients will be paid for from the school budget. Teaching staff are responsible for purchasing them as required, the cost of which can be reimbursed on the production of a receipt. When in school, dairy products will be stored in the fridge. Meat products will be stored separately, wrapped securely, on the lower shelves of the fridge. Staff are responsible for making sure that ingredients are kept in the correct conditions and that 'use by' dates are strictly adhered to.

Internet Safety

Technology is used across the curriculum to enhance children's learning experience. In line with our E-Safety Policy, children are always reminded of the safe use of the internet and their responsibility when using technology in school.