



## THE HERMITAGE and THE OAKTREE SCHOOLS

### Curriculum Policy

Person Responsible: Headteacher and Senior Leadership Team

Date Adopted: September 2014

Date of last review: Autumn Term 2022

Date of next review: Autumn Term 2024

#### Aims:

Our curriculum aims to:

- Provide a broad and balanced education for all pupils.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Build resilience through the challenge and enjoyment of learning within a happy and safe environment.
- Promote a positive attitude towards learning, demonstrating creativity and curiosity.
- Support pupils in understanding the purpose and value of their learning and see its relevance to their past, present and future.
- Develop pupils as independent and responsible learners who know how best they learn and how best to improve.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.

#### Legislation and Guidance

- This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.
- This policy also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.
- The policy complies with our funding agreement and articles of association.

## **Roles and Responsibilities**

The **Local Governing Committee (LGC)** will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The LGC will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

The **Headteacher** is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the LGC.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The LGC is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The LGC is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

**Other staff** will ensure that the school curriculum is implemented in accordance with this policy.

## **Organisation and Planning**

Our aim is to bring about the most relevant learning experiences for children at The Oaktree and The Hermitage Schools.

At **The Oaktree School**, we have chosen to use the Cornerstones Curriculum. It is a skills and knowledge-based curriculum with a creative edge. It's rooted in a proven pedagogy based on how children learn best. At its heart is the principle that every child deserves a rich, fun, engaging and broad learning experience. The curriculum nurtures engagement, curiosity and innovation, brings learning to life in meaningful ways, and really makes an impact.

The Cornerstones Curriculum is based on Imaginative Learning Projects (ILP). Each ILP has an overarching theme linked to a national curriculum subject. In addition to the main subject focus, each ILP makes meaningful links across a range of subjects and covers multiple aspects of the national curriculum. Lessons are organised in a weekly series and link national curriculum programmes of study (the knowledge bit) and age-related skills (the skills bit).

The Four Cornerstones of Learning provides the structure for every ILP. We call these Engage, Develop, Innovate, and Express. We believe this pedagogy reflects the best way children learn and is rooted in a variety of different educational approaches and research.



**Engage** – hook children in with a memorable experience.

**Develop** – allow children time to gather the skills and knowledge they need to develop a deep understanding.

**Innovate** – offer creative experiences that allow children to apply their skills, knowledge and understanding.

**Express** – provide the space and time for reflecting, evaluating, and celebrating learning  
Our curriculum is designed to ensure that children develop the knowledge and skills they need to become confident, self-motivated learners.

At **The Hermitage School**, much of our learning is topic based, with each topic having an overarching theme that different subjects can be delivered through in a cross-curricular manner. At the start of each topic, an Entry Point may be used to act as a 'hook' to capture the children's imagination and attention and is often followed by a Knowledge Harvest, which is used to understand what the children already know about the topic. At the end of the topic, the Exit Point will bring together the learning that has taken place.

## English

Aims:

Children should develop skills in speaking, listening, reading and writing to enable them to express themselves creatively and imaginatively, and to communicate with others effectively.

Objectives:

- Speaking and listening
  - to speak clearly, fluently and confidently to a range of audiences
  - to listen to, understand and respond to other people
  - to join in group discussions
  - to participate in a range of drama activities

- Reading
  - to read with fluency, accuracy and understanding, using a range of strategies
  - to read for information and enjoyment
  - to understand, interpret and appreciate literary and non-fiction texts

We aim to foster in all our children a love of books so that they become readers for life. Children are taught to read by a variety of methods including phonics, learning key words and using meaning. Their progress is carefully monitored and a wide range of books (fiction and non-fiction) make up our guided and individual reading resources.

- Writing
  - to develop writing skills on screen and paper through composing, planning and drafting
  - to use punctuation correctly
  - to create and shape sentences and texts
  - to use a range of spelling strategies
  - to understand text structure and organisation
  - to write legibly and fluently
  - to understand and use Standard English
  - to have an awareness of audience and purpose and adapt writing appropriately

## **Maths**

Aims:

Using a Maths for Mastery approach pupils will be given the opportunity to:

- Think for themselves, take responsibility for their own learning and achieve a good level of numeracy.
- Develop an understanding of mathematical vocabulary and notation.
- Develop mathematical concepts in real situations through handling materials, discussion and practical situations.
- Have the confidence to apply the knowledge and experience they have gained to other mathematical tasks.
- Have an appreciation of the logical aesthetic aspects of mathematics, through problem solving and investigation, linking this with other areas of the curriculum.

Objectives:

By the end of Year 6 all pupils should:

- Have a sense of the size of a number and where it fits into the number system.
- Know by heart number facts such as number bonds, multiplication tables, doubles and halves.
- Calculate accurately and efficiently, both mentally and with pencil and paper, and draw on a range of calculation strategies.
- Recognise when it is appropriate to use a calculator or other mathematical apparatus, and be able to do so effectively.
- Make sense of number problems, including non-routine problems, and recognise the operations needed to solve them.
- Explain their methods and reasoning using correct mathematical terms.

- Judge whether their answers are reasonable and have strategies for checking them where necessary.
- Suggest suitable units for measuring and make sensible estimates of measurements.
- Compare and classify shapes; identify, compare and order angles; identify lines of symmetry in 2-D shapes.
- Use coordinates to describe positions on a 2-D grid; describe movements between positions; plot specified points and draw sides to complete a polygon.
- Explain and make predictions from the numbers in graphs, diagrams, charts and tables.
- Draw on a range of problem solving skills to tackle problems.
- Recognise the links between tasks completed in class and real-life problems.

## Science

### Aims:

We aim to provide a learning atmosphere which encourages curiosity, perseverance, open-mindedness, critical reflection and co-operation. We endeavour to provide a broad and balanced learning experience for all our pupils and, wherever possible, opportunities to develop skills and gain an understanding of science concepts through first-hand experience and practical work.

Our aims in teaching science include:

- Building on children's natural curiosity and developing a scientific approach to problems.
- Encouraging open-mindedness, self-criticism, perseverance and responsibility.
- Preparing children for life in an increasingly scientific and technological world.
- Fostering concern about, and appreciation of, our environment.
- Building children's self-confidence to enable them to work independently and developing their social skills to work co-operatively with others.
- Helping children to acquire a progressive understanding of scientific ideas.
- Giving children the experience of scientific processes.
- Helping children to acquire practical science skills.
- Providing children with an enjoyable experience of science, so that they will develop a deep and lasting interest and be motivated to study science further.

### Objectives:

Pupils will be given opportunities to:

- Develop their understanding through systematic enquiry, using both first hand and secondary sources as appropriate.
- Use ICT to collect, store, retrieve and present scientific information.
- Relate their work in science to everyday life.
- Consider simple scientific ideas and the evidence for them and collect evidence to test scientific ideas in a variety of ways.
- Communicate scientific ideas and observations using appropriate scientific vocabulary.
- Record and present information in a variety of ways including drawings, diagrams, tables, charts and graphs, using standard units of measurement.

- Consider health and safety in the context of their science work and take action to control risks.
- Find out about scientific ideas and theories based upon famous scientists from past or present.

### **Computing**

By the end of Year 6, we aim for children to be Digital Creators, Communicators and Citizens. They will see Computing as an integral aspect of all areas of their learning. They will have a broad set of skills to support and enhance their learning, therefore providing them with life skills in preparation for an ever growing digital world.

#### **Aims:**

- Ensure Computing is incorporated into all areas of our curriculum, in a variety of contexts.
- All pupils are extended in each area of the Computing Curriculum so that they reach their full potential.
- Pupils appreciate the relevance of Computing in our society, and that they see ICT as an essential tool for learning, for communication, for finding information and for controlling and understanding their environment. Pupils will be given opportunity to describe, illustrate, interpret, predict and explain using technological language and conventions.
- Children are encouraged to use their own initiative, imagination, reasoning and investigative skills to solve problems using ICT.
- Pupils learn to work individually and collaboratively.
- Children will have discrete programming lessons during which they will write code for a purpose.
- Pupils have a heightened awareness of ICT through its use in all areas and by all members of the school.
- Every child receives equal opportunity to develop their ICT capability, using tools and information sources effectively, developing practical applicable skills.

### **Physical Education**

We believe that physical education, experienced in a safe and supportive environment, is a vital contributor to a child's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves. Progressive learning objectives, combined with varied teaching approaches, provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks will help pupils, irrespective of their innate ability, to enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

#### **Aims:**

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).

- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance (improving and evaluating).
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).
- To develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others).
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being (applying safety principles).

### **Art and Design**

We value art, craft and design highly as they allow our pupils to be at their most creative. We also value the opportunities art, craft and design afford for developing the core learning skills of resilience, resourcefulness, reciprocity and reflectiveness.

Aims:

- To produce creative work, allowing pupils to explore their ideas and record their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- To evaluate and analyse creative works using the language of art, craft and design.
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Design and Technology**

We value Design and Technology (DT) as an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Aims:

- To become autonomous and creative problem solvers, as individuals and as members of a team.
- To develop core skills of resilience, reciprocity, reflectiveness and resourcefulness.
- To learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, develop a critical understanding of its impact on daily life and the wider world.
- To work with a range of materials and components to make products, including textiles, food, electronics and sheet materials.
- To design and make good quality products, using a variety of materials and processes.
- To acquire creative and technical skills.
- To formulate opinions about designs and be able to evaluate designs and products.

- To communicate ideas orally and visually.
- To develop an interest in DT.
- To develop and use the language/vocabulary of DT, to observe and record information.

## **Geography**

At our schools, we want to inspire a curiosity and fascination about the world and its people that will remain with children for the rest of their lives.

Aims:

- To equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- To deepen understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
- To provide pupils with experiences which enable them to develop their own geographical skills, including fieldwork opportunities and locality studies.
- To enable pupils to consider the moral, social and cultural aspects of their studies in geography, and to encourage a sense of awe and wonder about the world.
- To foster a sense of responsibility for our environment and encourage pupils to think about the quality and vulnerability of our environment and the contribution they could make towards its sustainability.

## **History**

We believe history to be the study of people in the past and how their actions have affected and influenced all aspects of our lives today, often shaping the customs and beliefs of the communities to which we belong. History can help children to make sense of the world in which they live and help them develop a sense of identity.

Aims:

- For all pupils to be actively involved in study of the past, using a range of sources of information and asking questions such as 'How do we know?'
- To acquire a balanced knowledge about the past.
- To develop an understanding of what has occurred in the past and how it influences our lives today.
- To develop a sense of chronology through sequencing events and objects.
- To develop a feeling of empathy with people in the past.
- To form a sense of personal identity.
- To acquire skills to become critical and independent thinkers.

## **Modern Foreign Languages (Years 3 – 6)**

We believe that learning a foreign language provides a valuable educational, social and cultural experience for pupils. Pupils develop communication and literacy skills that lay the foundation for future learning of languages, as well as developing linguistic competence, extending their knowledge of how language works and exploring differences and similarities



between a foreign language and English. Learning another language also raises awareness of the multilingual and multicultural world around us.

**Aims:**

- To listen attentively to spoken language and show understanding by joining in and responding.
- To engage in conversations; ask and answer questions; express opinions and respond to those of others.
- To speak in sentences, using familiar vocabulary, phrases and basic language structures.
- To develop increasingly accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- To present ideas and information orally to a range of audiences.
- To read carefully and show understanding of words, phrases and simple writing.
- To appreciate stories, songs, poems and rhymes in the language.
- To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- To understand basic grammar appropriate to the language being studied.

### **Music**

We believe that a high quality music education should engage and inspire pupils to develop a love of music and develop their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

**Aims:**

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- To learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To be inspired to develop a life-long appreciation of the music.

### **Life Skills**

Personal, Social and Health Education helps to give pupils the knowledge, skills and understanding to lead confident, healthy, independent lives and to become informed, active and responsible citizens. All pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum contributing fully to life in school and the community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences

and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about their responsibilities, rights and duties as individuals and members of the community. They learn to understand and respect common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Aims:

- To value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.
- To value others for themselves, valuing relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.
- To value truth, freedom, justice, human rights, the rule of law and collective effort for the common good.
- To value the environment, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration.

### **Religious Education**

We live in a multi-cultural, multi-faith society and at The Hermitage School we will prepare children to be well-rounded, active participants of this community by giving them knowledge and understanding of Christianity, Judaism, Islam, Hinduism, Buddhism and, where appropriate, non-religious beliefs. We will spend more hours teaching Christianity in accordance with national guidelines. We will foster an ability to understand how these religions influence individuals, communities, society and the world.

The School does not seek to enforce religious beliefs on children or to compromise the integrity of pupils' own beliefs by promoting one religion over another.

Aims:

- To develop knowledge and understanding of, and ability to respond to, Christianity, Islam, Judaism, Hinduism, Buddhism and where appropriate, non-religious beliefs.
- To explore issues within and between faiths in order to understand and respect different religions, beliefs, values and traditions and understand the influence of these on individuals, societies, communities and cultures.
- To consider questions of meaning and purpose in life.
- To learn about religious and ethical teaching, enabling pupils to make reasoned and informed judgements on religious and moral issues.
- To develop a sense of identity and belonging, preparing pupils for life as citizens in a multi-faith society.
- To develop enquiry and response skills through the use of distinctive language, listening and empathy.
- To reflect on, analyse and evaluate personal beliefs, values and practices and communicate these appropriately.

### **Planning**

- Each year group has a long term overview which supports the direction of teaching.
- Each subject will have an overview which details the teaching to take place.

- Planning will incorporate all of the skills as detailed in the progression of skills documents that Subject Leaders oversee.

### **Impact**

We understand the need to ensure a progression of development in all the skills for each area of learning. Subject Leaders regularly audit and review the development of skills and, working in partnership with the Year Team Leaders, ensure they are embedded into our curriculum.

Subject Leaders monitor lesson plans, moderate pupil work and conduct learning walks in order to support their self-evaluation of their subject, provide training, support to colleagues and to identify next steps for improvement.

Subject Leaders and Year Team Leaders also have responsibility for monitoring the way in which resources are stored and managed.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English; lessons will be planned so that teaching opportunities help pupils to develop their English and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

### **Monitoring Arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Learning walks
- Meetings with Subject Leaders
- Meeting with School Council members
- Headteacher reports

The Senior Leadership Team and Subject Leaders monitor the way their subjects are taught throughout the school by:

- Lesson observations
- Learning walks
- Book scrutiny
- Planning scrutiny

### **Links with other Policies**

This policy links to the following policies and procedures:

- Assessment Policy
- SEND Policy
- Equality Policy
- Disability Equality Policy and Accessibility Plan
- Inclusion Policy
- RSE Policy
- Pupil Premium Policy
- Subject Policies