



## OAKWOOD JUNIOR SCHOOL

# CURRICULUM

**Oakwood Junior School's Curriculum** has been designed to ensure our children have full coverage of the New National Curriculum whilst encompassing our ethos '**Excellence & Achievement in ALL that WE do**' where both **excellence** and **achievement** are valued and celebrated in equal measure.

This ethos is promoted in **Oakwood Junior School** by working with children to:

- Become highly **motivated** to learn with an **enquiring** mind and a spirit of **curiosity**
- Try their best to achieve **high standards** in all areas of the curriculum
- Have high self-esteem by respecting and working well with others
- Take **pride** in their work and be able to work **independently** and **collaboratively**
- Look after their school and those in it – respecting themselves and the environment

We believe that each child will succeed through experiencing high quality in:-

- A **broad** and **challenging** curriculum
- An **enriching** programme of opportunities activities, visitors and visits
- A **stimulating** learning environment
- An ethos of **support, challenge** and encouragement
- A learning partnership within the **wider community**

As a school we have developed a curriculum where there is breadth and balance which combines **knowledge, skills** and **understanding** in a **creative** and **enterprising** way.

Our curriculum has been carefully orchestrated to provide the right balance of core subjects (English, Mathematics and Science) which act as the core drivers across the whole of the curriculum whilst at the same time ensuring that foundation subjects and the creative and expressive arts get a fair representation.

English is taught via a **'book based approach'** where reading is put at the heart of all our English work. Our chosen reading stimuli provide the children with activities for comprehension skills, grammar teaching and learning and extended writing opportunities. Accelerated reader further enhances comprehension skills with a competitive element and encourages children to read widely and for pleasure.

Mathematics is taught through a **'mastery approach'** where teaching and resources are carefully crafted to foster deep conceptual and procedural knowledge. Practice and consolidation play a central role which builds mathematical fluency and understanding of underlying mathematical concepts in tandem. Teachers use precise questioning to test knowledge and assess pupils regularly to identify those requiring intervention.

Science, Geography and History are linked to a **'Big Question'** which acts as a learning challenge in order to evoke **curiosity** in our pupils. The ethos that underpins the **'Big Question'** approach requires teachers to check on what children already know and then invite them to think of their own questions. This encourages greater learner involvement in their work, requiring deep thinking and encourages learners to work using a question as a starting point. In addition to this **cross-curricular links** are made wherever possible and a drive towards **creativity** make sure that lessons are exciting and interesting. This is further enhanced by a variety of visitors to school and educational visits.

Our children are assessed formally each term and at the end of the academic year using **'Rising Stars'**. Class teachers will use this information to determine next steps and targets for learning. Children are also given the opportunity to reflect on their work and are given regular **feedback** in the form of a feedback provider which we are developing beyond the English curriculum. Overriding our curriculum principles, **marking and feedback** is continually provided throughout the learning experience whereby pupils are part of the process and are given the opportunity to review their own learning, create their own targets and 'coach' themselves in order to improve.