

Curriculum Intent - September 2023

At Oakfield CE Aided Primary school we have worked hard collectively to ensure that our curriculum intent is more than an ambition or something created in response to a latest buzz word, but is something that is underpinned by the national curriculum. The progression of skills and knowledge within our planning reflect what our children need in the medium and longer term. How we implement our curriculum offer reflects the fabric of who we are and we are and we pride ourselves in being able to clearly articulate why we are doing what we are doing. We have asked ourselves the long overdue question, is it time to rethink the way in which we educate our children so that they can be better prepared for the world we currently live in? *Research/evidence/rationale can be found in the 'Curriculum Intent Rationale'.*

OUR PLEDGE:

Through our schools values, Love, Trust, Honesty, Hope and our mission statement, 'Every opportunity to shine', we are unwavering in our commitment to provide an education that is relevant, reflects the needs of our children and community and is enhanced by high quality resources and facilities. We are passionate about school improvement, self-reflection and self-improvement (not change for change sake). We remain consistent to our vision and principles.

Intended Impact:

- Teaching/learning experiences are inspiring and are part of an engaging curriculum and timetable. Children make good all round progress as a result.
- Children have skills needed for 21st living (as we know it at the moment) underpinned by Critical Thinking, Creativity, Collaboration and Communication.
- Children are respectful, happy, aspirational, healthy and responsible citizens who are truly valued by their community. Oakfield is driven to ensure we are a mentally healthy school.
- Risk factors surrounding children are reduced effectively by working with other agencies to increase the protective factors.
- Staff are motivated and manage high expectations because Oakfield is a dynamic and rewarding school to work at.

Our Principles	How do we implement it?
Keep children socially, emotionally and mentally healthy and safe so they are confident individuals who can build strong relationships and have a positive sense of self.	Greater status and time given to creative subjects. Outdoor Learning every day for every class as well as a forest and beach school afternoon once per week. SEMH Children's Champion Children get to learn and live out how to be a responsible citizen whilst in school, amongst their Oakfield Family. SCARF and Global Neighbour work 'Oakfield Family' – time to talk – Big playtime – Magic Breakfast TLG (Transforming Lives for Good) and involvement of other volunteers. Multi agency collaboration – CIN meetings – Barnardo's counselling etc.
Strongly reflect pupil voice within what we offer so they know we respect their	Children's Champions Timetable and organisation reflects what is optimum for the children's levels of engagement and wellbeing.

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right to be heard by seeing elements of their feedback within our provision.	Regular opportunities for children to feedback on quality of school. Children able to influence and negotiate their own learning. After school clubs - Acorn Awards Curriculum Options afternoons- Children able to choose from a selection of subjects to participate in alongside children from across their key stage who have similar interests, talents and passions.
Ensure that every child leaves Oakfield with the confidence to apply the key basic skills, essential for their transition to secondary education and beyond.	Having prime/specific areas to focus on is key to curriculum planning & identifiable on assessment (in bold). Children to have three quality reading experiences per day and introduce 'Super Six' – reading challenge Communication, Language, vocabulary and conversation has a high profile and has become an integral part of daily plans and opportunities. Parallel provision is available as needed.
Improve readiness for school and the stages of development that children generally enter Reception Year at (9% on track for GLD 2019 on entry)	Set up our own nursery, Little Acorns - linked to our EYFS class. Link admissions policy to prioritise children who attend our preschool as of September 2024.
Remove the label/term 'inclusive practice' - inclusive practice is the norm. Reduce children's barriers to learning to ensure learning is accessible and right for every child.	Barriers to learning document is integral to teachers offering what is right for every child. Aspirational curriculum. Build confidence and self-belief by having a curriculum that is accessible to all. Teachers to demonstrate their understanding of the science of learning. Opportunities for children to 'bump into', have repeated opportunities to apply (in a variety of scenarios) are given. Clear connections to prior learning are made for the children and they are given time to embed, recognise and apply their accomplishments. Pre-teach approach/opportunities is essential.
Inspire children to be insatiable learners through offering a first hand, playful, real life, purposeful, relevant and meaningful curriculum.	Life skills and practical skills are valued and integral to Acorn Awards. Learning environments to be purposeful, stimulating, relevant, inspiring and ultimately lend themselves to being the optimum space to further develop a particular aspect, skill, knowledge or performance etc. Raise the profile of experimental science – working towards Science Quality Mark. No unnecessary worksheets. Work to be completed electronically where possible and saved in the cloud. KS1 play based scenarios, set the scene for learning School provides a range of technology to enable children to use a medium that best supports the development of particular skills and/or knowledge.

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Provide personal challenge and give opportunities for children to excel in areas of passion and strength.	Opportunities/time prioritised for children to study in depth and fully immerse themselves. Devices/online learning to be used where it aids to tailor the pace of learning on a more bespoke basis. Not waiting for anyone else 'to move on' and capacity improved for teachers to support those who need it. Enrichment opportunities. Through opportunities linking to our Arts Mark accreditation as a school. Acorn Awards – Life skills/practical skills/community cohesion and citizenship etc. (similar to scout badges) Specialist teaching of our key curriculum areas.
Provide opportunities to widen perceptions and experiences, so that they continue to develop into well-rounded and informed citizens.	Global Neighbours work. Connect children to the outside world on a regular basis. Regular educational field visits. (N.B – We really need to find a way to part fund these invaluable experiences to make them accessible for all) Visitors – specialist workshops Community links – Involvement in the community Careers Day for pupils during the school day and then parent/carers and community members after school.
Prepare children for the future and develops skills for the future. Develop curiosity, knowledge and skills through prime and specific areas so they have strong foundations from which to build their aspirations.	In order to fulfil our intent we need to agree to some areas of learning having greater commitment than others. Build on EYFS – make the prime and specific areas whole school umbrellas for the curriculum. Make sense of new learning by connecting strongly with previous knowledge – science of learning – learning to learn and being able to transfer knowledge from short to long term memory. Careers Day for pupils during the school day and then parent/carers and community members after school
Involve, parent, carers, members of the community and other agencies to enhance pupils chances of success by reducing the number of risk factors and increasing the protective factors, thus improving children's life chances.	Family Advocate work and Early Help School level support is available at all times. Family Hub enables access to support/services (SENDIAS, Debt consolidation, cooking on a budget etc. Toddler group is well established and our EY's SENCO and Early Language Lead attends. Parent & Community Group (PCG) Family Learning – Multiply, managing behaviour using Six strands, Read and Relax. Tapestry is well established in Nursery, Yr R, 1 and 2.
Reflect on what research is telling us in relation to pedagogy, the science of learning and meta-cognition.	Every member of staff is deeply committed to their own professional development and views themselves as a learner first and foremost. Action research is encouraged. We don't jump on the 'band wagon' but always take note of what is evolving around us. This way, we ensure that we are flexible in our practices but committed to our principles. All staff are accountable for the quality of education we provide on a day to day basis. All stakeholders are responsible for the progress the children make. Guided by evidence based research such as EEF (Education Endowment Foundation).