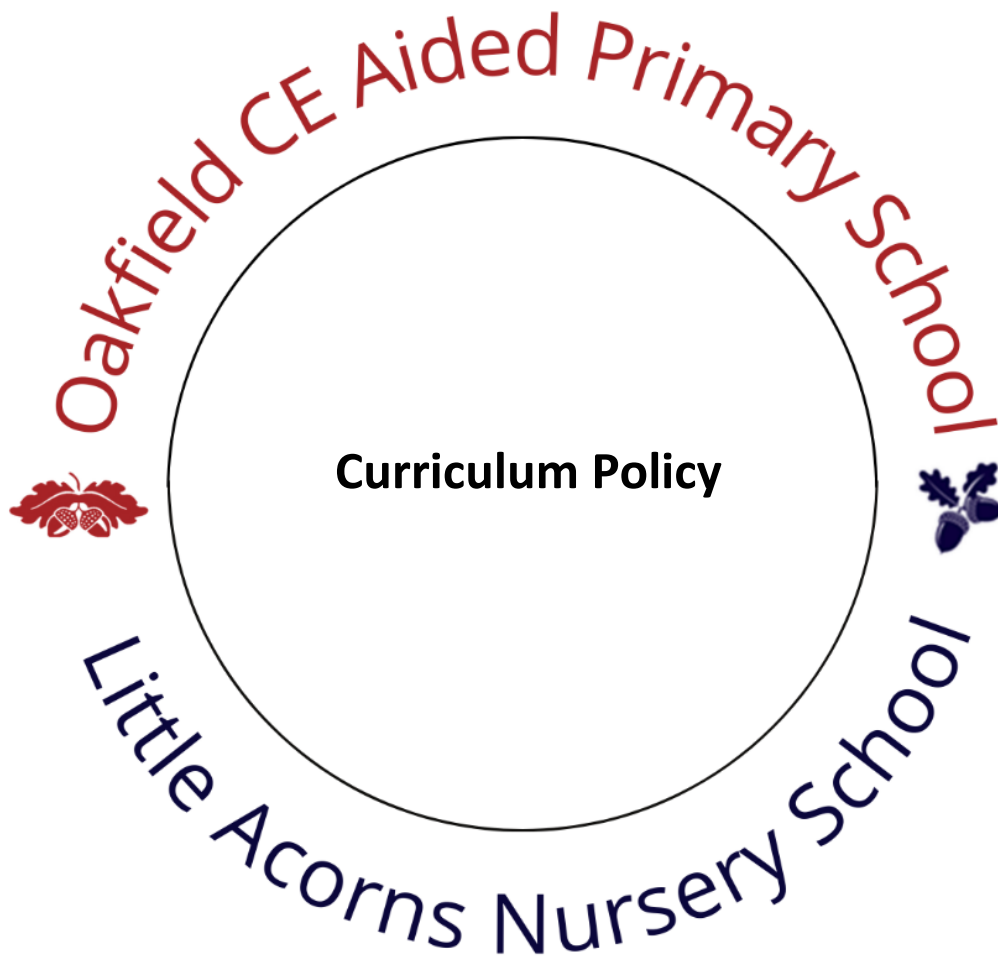




Date of Approval:	22 nd September 2025
Committee/FGB	FGB
Responsible:	Vikki Reader – Headteacher
Review Date:	September 2026

Signed:

Chair of Governors

Signed:

Headteacher

Date: 22nd September 2025

REVISION No:	Date issued:	Prepared by:	Approved by:	Comments:
2	10.07.2023	MLG	FGB	Updated curriculum leaders – Roles and responsibilities Added Christian to Our pledge
3.	16/07/2024	TMT	VR	Minor typos corrected 2. Legislation and Guidance: Link to Governance Handbook replaced by link to Maintained Schools' Governance Guide. Updated Leaders' of Learning Roles & Responsibilities. 5. Inclusion, third bullet point added "including those with a social worker" at the end 6. Monitoring arrangements; "curriculum" leader replaced by "subject" leader. Planning conversations replaced with "Assessment and planning reviews". Lesson observations replaced with "Lesson visits". Evidence gathering and scrutinies removed. Attainment and progress data – "scrutiny" added at the end. Penultimate paragraph "curriculum" leaders replaced by "subject".
4	16.9.25	HLD		Updated leadership roles and responsibilities document in section 3. Updated EYFS framework link to latest document in section 2 Added 'ever' to social worker in section 5

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1. Curriculum aims

Our curriculum aims/intends to:

Intended Impact:

- Children are respectful, happy, aspirational, healthy and responsible citizens who are truly valued by their community.
- Teaching/learning experiences are inspiring and are part of an engaging curriculum and timetable, in order to promote a positive attitude towards learning. Children make good all round progress as a result.
- Children have skills needed for 21st century living (as we know it at the moment) underpinned by the confidence to apply the key basic skills, essential for their transition to secondary education and beyond.
- Oakfield is driven to ensure we are a mentally healthy school. We support pupils' physical development and responsibility for their own health, and enable them to be active.
- 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.
- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.

Our curriculum aims to promote the learning and development of our youngest children provide high quality and relevant experiences from the age of 2 to improve children's starting points and readiness for school.

- Support pupils' spiritual, moral, social and cultural development; promoting courageous advocacy and sensitivity to global issues.
- Reduce children's barriers to learning to ensure learning is accessible and right for every child with high expectations for every pupil and appropriate levels of challenge and support.
- Have high ambitions for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It 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 [Maintained Schools Governance Guide](#)

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [EYFS Statutory Framework](#)

3. Roles and responsibilities

3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Appropriate provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processing to disapply pupils from all or part of the national curriculum, where appropriate, and in any subsequent appeals.

3.2 Headteacher

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 Governing Body.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on whole-school targets in order to make informed decisions.
- Appropriate provision is in place for pupils with different abilities and needs, including children with SEN.

3.3 Other staff

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

Oakfield CE Aided Primary School Curriculum Leaders - Roles and Responsibilities 2025 - 2026



Vikki Reader - Headteacher		
Deputy Designated Safeguarding Lead and Curriculum Leader for Outdoor Learning and Wider Opportunities		
Deputy Headteacher	Hannah Doyle	Leadership Team
Assistant Headteacher	Becki Howlett	
Business Manager	Trudy Taylor	
Designated Safeguarding Lead	Becki Howlett	
SENCO	Sam Scovell	
Designated Teacher for LAC	Becki Howlett	
EYFS	Aimee Lycett	
Curriculum Leaders		Curriculum Intent Links
English	Hannah Doyle	Basic Skills
Maths	Michelle Stanford/Lois Cascarini	
Science	Richard Snelling	
Phonics & Early Reading	Shelley Kent	
Computing	Michelle Stanford/ Lois Cascarini	
Music	Daisy Robinson	Creativity
Art and Technology	Sam Scovell	
PSHE	Amy Senior	SEMH & Community
PE	Amy Senior	
RE	Hannah Doyle	
History	Aimee Lycett	Cultural Capital
Geography	Matt Lycett/Aimee Lycett	
MFL	Vikki Reader	

4. Organisation and planning

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, key research and continuing professional development for all staff. 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 school's Christian 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.

For further information about how our curriculum reflects our context, how subjects are designed, delivered and sequenced (as well as medium and long-term planning) and how our curriculum covers the following:

- Relationships and health education
- Spiritual, moral, social and cultural development
- British values

Refer to our Curriculum page on our school website [Oakfield C.E. \(Aided\) Primary SchoolOakfield C.E. \(Aided\) Primary School \(oakfieldcepri.iow.sch.uk\)](http://Oakfield C.E. (Aided) Primary SchoolOakfield C.E. (Aided) Primary School (oakfieldcepri.iow.sch.uk))

See our EYFS policy for information on how our Early Years Curriculum is delivered.

5. 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, including those with a social worker ever
- Pupils with SEN
- 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 Single Equalities Policy, and in our SEND policy and information report.

6. Monitoring arrangements



OAKFIELD
C.E. AIDED
PRIMARY SCHOOL

At Oakfield we are committed to being flexible in our practice
but consistent to these Teaching and Learning Principles...

What does that look like? How will this be monitored? How can teachers evidence this?

Organised and Ready

Well-planned, Environment organised, Deployment of staff, Well-resourced, Layout of classroom flexible and responsive

Assessment drives provision

Assessment for learning, Feedback—verbal and written, Assessment informs planning daily, Noticing on a minute by minute basis, Flexible and responsive

Know your children

Enable not excuse, an understanding of non-academic barriers, Six Strands, Positive relationships, Supportive climate

Flexible in our practice

Agile teaching, Safeguarding policies followed, Responsive to needs of the subject/ topic/ children

Is it right for everybody?

Equity not equality, No one left behind, Task design is right for all groups—GDS, Foundation, SEND, Behavioural challenges etc, Six Strands,

Everybody experiences success

Challenge and pitch is right for all to succeed, Belief, Everybody has the opportunity to shine, Everyone can achieve

Learning matters

Good Learning behaviours, No wasted time, Opportunities to discover, No excuses, High expectations set, Characteristics of Effective Learning, Passion, Investment, Ownership

Deliver an engaging and active curriculum

Quality experience to further learning, Home learning, Peer to peer collaboration, Real life experiences, Different styles of learning in different subjects, Outdoor learning, Subject leadership

All of our monitoring is underpinned by our Teaching and Learning Principles.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Pupil Voice
- Scrutinising subject leader presentations
- Headteacher's report
- Governing board meetings
- School visits
- Virtual attendance to some SLT monitoring e.g. pupil progress meetings
- Monitoring school website

School leaders monitor the quality of teaching learning throughout the school by:

- Learning walks through 'Dip and Dive'
- Book looks
- Moderation and standardisations including cross school moderation events
- Children's voice
- Assessment and planning reviews

- Lesson visits
- Coaching
- Attainment and progress data scrutiny

Our subject leaders monitor the way their subject is taught throughout the school by using some of the above monitoring methods and are ultimately responsible for quality assuring and developing their curriculum area of responsibility. They must ensure their curriculum area is appropriately resourced and that teachers have the knowledge and confidence to deliver their subject well.

This policy will be reviewed annually the Headteacher and Assistant headteachers. At every review, the policy will be shared with the full governing body.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Single Equalities Policy
- PSHE Policy
- Religious Education Policy