



The Oak Tree Academy

Curriculum Policy

At The Oak Tree Academy all children have a right to a broad, balanced and relevant education which provides continuity and takes individual differences into account. Work in The Oak Tree Academy is planned to meet the requirements of the National Curriculum.

The Oak Tree Academy aims to:

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment

- Ensure that each child's education has continuity and progression
- Ensure that there is a match between the child and the tasks s/he is asked to perform
- Provide a broad and balanced curriculum
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way

We aim that all children should:

- Learn: to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non-sexist and non-racist attitudes
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Have some knowledge of the beliefs and the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Know how to apply the basic principles of health hygiene and safety
- ICT skills are taught separately and applied across the curriculum

Learning

The curriculum is designed to help children:

- Learn the essential knowledge, skills and understanding of a broad range of curriculum subjects
- Engage with their learning so that they remain committed to learning throughout their school careers and their lives
- Develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives
- Develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and culture of others

Teaching

The purpose of teaching is to help children learn but teachers need help and support too. Teaching should be as enjoyable and rewarding for teachers as much as learning should be enjoyable and rewarding for children.

This is why the curriculum has been designed with teachers as well as children in mind. Rigorous and meaningful teaching frameworks and a wide range of resources support each unit of work to enable teachers to plan more effectively the work they will be doing. As a result, this allows teachers to spend more time developing creative, personalised learning for their children.

Working with schools

We believe that the entire school team of leaders, teachers, assistants and non-teaching staff are all responsible for the learning within school as well as so much more. But we know that schools need support too.

The Governing Body

The Governing Body receives an annual report from the Head of Academy on standards, detailing:

- Year groups
- Comparisons with national averages and similar schools nationally and for the LA
- Gender; ethnicity; special educational needs
- Pupils for whom the curriculum was disapplied
- The evidence of the impact of national strategies on standards
- The views of staff about the action required to improve standards
- The nature of any parental complaints concerning the curriculum

Document control sheet:

Key Staff lead for The Ferns Primary Academy: Elizabeth Pollitt

Status: live working document

Date	Process	Name	Status

Governor's signature.....
Chair of Governors

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