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Policy No: 14.(a).1

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# CURRICULUM POLICY

*This policy, which applies to the whole school, including the Reception class within the Early Years Foundation Stage (EYFS), is publicly available on the school website and upon request a copy (which can be made available in large print*

*or other accessible format if required) may be obtained from the School Office.*

**Scope:** All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

**Legal Status:** Complies with The Education (Independent School Standards) (England) Regulations currently in force.

**Monitoring and Review:** These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

Signed: Reviewed: September 2023 Next Review: September 2024

Headteacher Proprietor who is the Chair of the Advisory Board

**Introduction:** The school offers full-time supervised education for pupils aged 4 - 11 with an age-appropriate curriculum which reflects the ethos and core values of the school.

* This policy draws in parts upon the following guidance documents and other Imperial Oak policies
* [Independent School Standards 2019](https://www.gov.uk/government/publications/regulating-independent-schools)
* [National Curriculum](https://www.gov.uk/government/collections/national-curriculum)
* [Statutory Framework for the Early Years Foundation Stage](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)
* [Guidance about teaching personal, social, health and economic (PSHE) education](https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe)(2021)
* [Relationships, Sex and Health Education (RSE) (2021)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education#history)
* Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
* [Promoting fundamental British values through SMSC (2014)](https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc)
* [Research review series: religious education (2021)](https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education)
* [Teaching about Mental Wellbeing (2021)](https://www.gov.uk/guidance/teaching-about-mental-wellbeing)
* [DfE Careers guidance and access for education and training providers (2021)](https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools)
* Careers guidance and access for education and training providers July 2021.

**Intent:** The school takes pupils from the age of 4-11 of age and focuses on EYFS to KS2 accordingly. It is our intent that all children will master key knowledge and skills, building their learning on prior knowledge. Children’s learning will begin with their own interests and develop to consider a wider audience. The school has a focus on developing children’s vocabulary and ensuring that children have effective learning behaviours with a strong moral compass which will guide them as go into the wider world. Imperial Oak Preparatory School is non-selective, and an important aspect of the School’s ethos is that children should not be limited by their past academic performance. It is therefore imperative that every individual has the ability to achieve their potential and that the curriculum is adapted to maximise the opportunities for all children. A child-centred approach has been adopted, which not only incorporates aspects of the School ethos, but also enables effective pastoral support as part of the curriculum. The School ensures that all elements of the curriculum are interdependent and interrelated. The curriculum is brought alive by effective and efficient teaching and learning, and the School is keen to help children become independent learners. In order to support them in their transition though the school, we support our core curriculum with an area-based curricula. This includes Personal, Social, Health and Economic Education (PSHEE), Spiritual, Moral, Social and Cultural (SMSC), British Values and Cultural Capital all embedded within the core curriculum and also delivered through formal and informal sessions, creating a whole school approach.

At Imperial Oak Preparatory School, we believe our curriculum to be:

• Balanced

• Rigorous

• Coherent

• Integrated

• Appropriate

• Relevant

• Challenging and ambitious

• Reflective

The curriculum at Imperial Oak consists of three highly interdependent elements:

1. **Academic or core curriculum** – National Curriculum subjects
2. **Support curriculum** – PSHEE, SMSC, RSE, British Values, Cultural Capital, extra-curricular, interview-skills, debating, etc
3. **Area-based/community curriculum** – engagement at social, charitable, academic and careers level with local organisations, NGOs, people, and events that enrich, inspire, educate and motivate our pupils to learn more about our local area.

The knowledge and skills to be learnt by the pupils are generally outlined in the content and specifications of the National Curriculum and EYFS Statutory Framework (currently in force), but individual teachers will also highlight and augment these where appropriate. Outside speakers are encouraged to interact and address the pupils so that complex issues such as radicalisation, crime, pornography, drugs, depression, anxiety, technology and relationships can be aired in an open, supportive and safe environment.

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. We believe in engendering in young people a love of lifelong learning. Imperial Oak ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

* **Linguistic:** (including English and French) This area is concerned with developing pupils’ communication skills and increasing their command of language through listening, speaking, reading. This includes phonics screening checks at the beginning and end of Key Stage 1. Additionally, there is further monitoring and the implementation of phonics booster sessions for children who need further support throughout Key Stage 2 as well as writing and speaking and listening opportunities and assessments. Imperial Oak is determined that all children will become confident and fluent readers. Learning is sequenced to develop a child’s confidence and targeted support is quickly given for any child falling behind.
* **Mathematical:** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion, with the aim being effective retention of mathematical knowledge, concepts and procedures. Mathematical learning is carefully sequenced, and our curriculum aims to build a link between abstract mathematical ideas and practical problem-solving.
* **Scientific:** This area is concerned with increasing pupils’ knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.
* **Technological:** Skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.
* **Human and Social:** This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.
* **Physical:** This area aims to develop the pupils’ physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.
* **Aesthetic and Creative:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical responses. Pupils are encouraged to demonstrate their learning in a variety of ways with regular musical and drama events throughout the year, including: School Productions, Remembrance events, Christmas celebrations, the Summer Concert, music festivals, poetry and literacy festivals.

**Elements that are factored into planning the School Curriculum:**

* Effective and logical scheme of work
* Identifications of specific resources to support a curriculum
* Sequencing and weaving of the curriculum
* Alignment with School’s values
* Alignment with student cohort and is age-appropriate
* Balance and consistency in delivery
* Quality of teaching
* Alignment between the curriculum, pedagogy and assessment
* Strong leadership and management of the curriculum
* The role of the Academic Board in terms of oversight
* Role of the Governance Advisory Committee in regulatory and quality control oversight
* Time allocation for different courses
* Resource allocation for subjects – sciences, art, photography
* HR and suitable teaching coverage
* Links with support curriculum
* Links with super curricular activities
* Skills and competencies for individual subjects
* Expected knowledge base when entering
* Timetable planning
* Triangulation of observation, SoW and Work Scrutiny
* Interventions and thresholds
* Student reviews
* Support in terms of literacy and numeracy checks
* Support for children who do not have English as their first language

Any curriculum should also reflect the current and emerging social, cultural and intellectual challenges that children are facing. For example, the ongoing war in Ukraine is an example of a complex topic that crosses into history and geography. While teachers can focus on their published curriculums the war, in all its horror, is also an opportunity to highlight issues related to how the world works, heavily crossing into PSHE and SMSC.

**Values:** Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. These are the main values of our school, upon which we have based our curriculum:

* We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
* We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
* We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school including those with a statement of special educational needs (SEN) or an education, health and care plan (EHCP).
* We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.
* We ensure that in all curricular and extra-curricular activities we do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**Aims and objectives:** The aims of our school curriculum are:

* to enable all children to learn and develop their skills to the best of their ability;
* to enable all children to produce high-quality work they are proud of;
* to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
* to teach children the basic skills of Literacy, Numeracy, and Information Communication Technology (ICT);
* to enable children to be creative and to develop their own thinking;
* to teach children about their developing world, including how their environment and society have changed over time;
* to help children to be positive citizens in British society and develop cultural capital needed to succeed;
* to fulfil requirements of the National Curriculum;
* to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
* to develop an understanding of economic factors in society which can affect their well-being;
* to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
* to ensure all children are being prepared for their next stage of education at each stage of their learning;
* to ensure all children can read and write at an age-appropriate level of fluency;
* to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others and taking responsibility for the general welfare of their peers as appropriate;
* to encourage our children to develop respect for and understanding of diversity with particular regard to the protected characteristics set out in the 2010 Act and with regard to the Single Equality Policy and
* to ensure our curriculum provides opportunity to develop the *12 future-readiness skills* (skills commonly identified as important for future success). This includes *Digital Literacy*.

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*future-readiness skills*

**Organisation and Planning:**

* What is taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
* With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.
* Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Copies of short-term plans are submitted to the Headteacher each week.
* In the Early Years and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
* At Key Stage 2 the curriculum at our school places a greater emphasis on discrete subjects than it does at Key Stage 1, and we teach these subjects separately. Our pupils in KS2 benefit from specialist teachers for subject such as History, Science, Music and French.
* We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be.

**Implementation:** The way in which the curriculum is delivered and taught is critical to outcomes and the success of our pupils.

At Imperial Oak we have a focus on high-quality teaching, as high-quality implementation depends on teachers having an expert knowledge of the subjects that they teach. There is a focus on demonstrating and applying learnt knowledge and skills. Teachers will set curriculum content into real life contexts, showing how the skills learnt form an essential part of our daily lives, often linking subjects together such as Science, Technology, Mathematics and English.

The School runs the curriculum through the Senior Leadership Team (SLT). Integral to the role of the Senior Leadership Team is to:

* Review the curriculum for quality, balance, and relevance
* Set standards that teachers should enforce
* Discuss changes to the curriculum in terms of the addition of new subjects
* Check the structure of teachers’ curriculum, including work scrutiny and lesson observations
* Review the support curriculum in association with the Pastoral Care Committee
* Ensure that the curriculum is cohesive
* Ensure that the curriculum is ambitious for its children
* Ensure that the curriculum is congruent with School’s strategic intent
* Review outcomes from Work Scrutiny

Our teachers at Imperial Oak will:

* Use clear, sequenced planning to ensure content is taught and delivered in a way that allows knowledge to be connected with prior learning, and in a way that the endpoints of each unit of learning are clear.
* Ensure that taught content is made visible through clear learning intentions with defined outcomes and success criteria.
* Teach high quality lessons which incorporate time for retrieval, instruction, practise and application of knowledge and skills.
* Model and use metacognition to articulate concepts ensuring use of high-level vocabulary.
* Facilitate opportunities for children to engage collaboratively with their peers as well as working independently.
* Make explicit links to prior learning so that children can build upon this and design opportunities for repeated exposure to new learning, using different models and representations so that the learning becomes secure.
* Demonstrate how children’s errors can be used as learning points and ask children to share their thinking through these.
* Unpick and explore misconceptions that arise and plan opportunities to address these using hinge questions to assess understanding.
* Provide high quality feedback which supports the development of their understanding or addresses misconceptions.
* Account for any and all gaps in learning that have arisen as a result of the pandemic.

Teachers will monitor the progress over time of a pupil through all of the following:

* Practical work – this provides an excellent opportunity to evaluate specific skills and competencies linked to the specification and in a broader sense.
* Through engagement with the Headteacher and the SLT, teachers should be able to demonstrate an understanding of the strengths and weaknesses of their pupils and what steps they are taking to reduce any gaps in knowledge and skills.
* Focusing on literacy and numeracy – do pupils understand the importance of correct spelling, syntax and the cogency in communication of information; do pupils understand the importance of wider reading, developing a broad vocabulary and read outside of their immediate specification; do pupils appreciate the need to understand how to apply formula, connect cause and effect, use appropriate units or apply Standard Form.
* Understanding pupils’ strengths and weaknesses in the class and using differentiation strategies, ensure that all children are appropriately challenged.
* Ensure that pupils understand connections between elements of the specification, build on prior knowledge, and unpick assumptions.
* Examine and scrutinise pupils’ work to ensure that they are kept in a neat, logical ways, which aids studying and revision.
* Ensure that pupils understand command words in order to develop their examination technique.
* Through discussions with the SLT and other team members, be able to explain at what point is a pupil in their attainment of knowledge of skills, and what they must do to fully grasp all the principal concepts involved.
* Teachers should, in discussions with SLT, organise some form of intervention if a pupil is falling behind in their course or simply not applying themselves.
* Discussions with pupils about schemes of work and other long-term curriculum planning to better understand where improvements can be made.

Before the start of the academic year, all staff are asked to provide the School with an up-to-date scheme of work (SoW). Within this work, staff must make clear the following:

• How they intend to plan and sequence their curriculum

• How they intend to implement it

• What do they expect as a result of it

• Where they will place emphasis on SMSC, PSHE and RSE

The Senior Leadership Team need to be reassured that staff are following a logical structure and sequence of their own specification to ensure effective learning. Staff must be able to identify how their curriculum is woven together so that progress in learning is achieved and children do not get confused between topics or concepts. It is also important that staff are able to explain why they teach in the manner and order in which they do. Reference to skills and capabilities are also important as are reference to disciplinary and substantive knowledge and how they interact to produce meaning for children.

The SLT wish to avoid staff just producing a linear simplistic list of topics in date order.

All teachers will ensure that they keep up-to-date with their subject knowledge and be supported where necessary to address gaps in their knowledge that may otherwise hinder learning. They follow appropriate CPD training programmes/conferences/ or through appropriate professional societies. Teachers will be inspected formally and informally and feedback provided on how they teach.

A good attendance is central to all successful teaching and outcomes, so teachers along with the SLT must ensure that all pupils have very high levels of attendance. Teachers and the SLT will use formative and summative assessment to get a “picture” of a pupil at any one point during the course. Adaptive baseline assessment from Granada Learning (GL), such as CAT4, Progress in Maths, Science and English along with GL Reading and Spelling Tests, are also used, along with, where appropriate, specific aptitude tests to gain an insight into a pupil’s potential and capability. Baseline tests along with formative and summative assessments can then be used to set a target grade.

**Roles and Responsibilities:** Learning and teaching is a shared responsibility and all members of the Imperial Oak community have an important part to play. We place pupil progress and welfare at the centre and build a supportive staff network around each pupil, depending on their needs. All members of the Imperial Oak community should work according to Imperial Oak aims and policies:

* valuing each other as individuals and respecting their rights, values and beliefs;
* fostering and promoting good relationships and a sense of belonging to the Imperial Oakcommunity;
* providing a well-ordered environment in which all are fully aware of behavioural expectations;
* ensure all pupils can access lessons in the event of remote learning;
* offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
* encouraging, praising and positively reinforcing good relationships, behaviours and work;
* working as a team, supporting and encouraging one another.

***The Headteacher:***

* is responsible for CPD and INSET and sets the learning and teaching focus areas;
* has overall oversight of pupils personal development and academic achievements;
* has overall oversight of quality assurance;
* is responsible for quality assurance of teaching and learning;
* is responsible for quality assurance of teaching and learning with the EYFS;
* is responsible for the quality assurance processes, which involve:
  + consistent use of Imperial Oak and subject policies; programmes of study; pupils’ prior performance data;
  + classroom observation, learning walks, pupil feedback, work scrutiny, pupil data, schemes of work;
  + department analysis of exam results, SEF, development and action plans.

***Director of Studies***

* is responsible for quality assurance of teaching and learning with the EYFS

***Subject Leaders/ co-ordinators should:***

* ensure that schemes of work, that challenge and stimulate children to achieve their best, are in place;
* stay up to date with recent developments and best practice in their subject and support colleagues by sharing their knowledge and understanding with other members of the teaching team;
* monitor planning, teaching and marking in their subject;
* regularly quality assure departmental processes and feedback to the Assistant Head;
* ensure that subject curriculum is being taught in a way that children are transferring knowledge to their long-term memory;
* ensure that resources are available and accessible to support learning in their subject.

***Teachers***are responsible for day-to-day monitoring of pupil welfare, in relation to their learning and their pastoral care*.* ***Teachers will endeavour to:***

* provide challenging and stimulating lessons designed to encourage all children to reach the highest standard of achievement;
* recognise and be aware of the needs of each individual child according to ability and aptitude;
* ensure that learning is progressive and continuous;
* be good role models, punctual, well prepared and organised;
* keep up-to-date with best practice;
* present information clearly, promote appropriate discussion and systematically check pupils’ understanding;
* provide clear information on Imperial Oakprocedures and pupil progress;
* have a positive attitude to change and the development of their own expertise;
* establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

***Parents can support their child’s learning by:***

* ensuring that their child arrives at Imperial Oakwearing the correct uniform and bringing necessary equipment;
* providing support for the discipline within Imperial Oakand for the teacher’s role;
* participating in discussions concerning their child’s progress and attainment;
* support Imperial Oakhomework policy and give due importance to any homework set;
* ensuring that all contact addresses and telephone numbers are up to date and correct;
* allowing their child to become increasingly independent as they progress throughout the school;
* being active members of the Parents’ Association (PA) and supporting the work of the PA.

***Pupils are encouraged to support Imperial Oak aims by:***

* being organised, bringing necessary equipment, taking letters home promptly, etc;
* taking increased responsibility for their own learning.

*The community is invited to support Imperial Oak by:*

* contributing to activities such as assemblies, outings, clubs, etc;
* organising activities and events throughout the year to extend and deepen pupils’ knowledge and skills;
* supporting school events.

**Children with Special Needs:** The curriculum in our school is designed to provide access and opportunity for all children who attend the school. A child with SEND will never be offered a reduced or restricted curriculum and our curriculum aims to be as broad as possible for as long as possible. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice currently in force in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. The child will then be placed on the 'Alert' List by the SENCo and reviewed and actioned following consultation with relevant staff. In most instances the teacher is able to provide resources and educational opportunities, which meet the child's need within the normal class organisation We provide additional resources and support for children with special needs in consultation with parents. The special needs register sets out the nature of the special need, and outlines how the school will aim to address the need. Pupils with EHC Plans are monitored by the SENCo and through Annual Reviews in conjunction with outside agencies.

**Adaptive Teaching and SEND:** The SENCo plays an integral role in the teaching and learning for children at the School. Children with SEN are flagged on the School’s system and the SENCo sends a (password protected) register of all SEN children to the teaching staff, which is updated on a regular basis. Strategies to help SEN children can be discussed with the SENCo. If staff have concerns about a student, they can refer to the SENCo, who will visit lessons and assess children to see if interventions need to be put in place. The SENCo also gives presentations at Inset days to help teachers adapt their lessons to take account of SEN children.Our curriculum is ambitious and designed to give all students with SEND the knowledge to take advantage of opportunities, responsibilities and experiences later in life.

**Elements that Combine to Give a Picture of Student Progress:** A picture of a student’s overall progress is obtained from the following sources of information:

1. Teacher’s feedback and observations
2. Assessment Point testing
3. Regular HWK and practical work (where relevant)
4. Baseline testing
5. Completing examination papers and longer HWK
6. Engagement with student and parents e.g. Parents’ Evenings
7. Teacher-predicted and target grades
8. Interventions
9. Understanding of a student’s previous academic history

**Assessment and Reporting:** Assessment is used to measure progress and inform planning. Assessment addresses the attainment of long-term and short-term learning objectives. It is used to analyse pupils' strengths and weaknesses and address them by adapting the curriculum to individual needs. Importantly, it develops our children’s ability to embed key concepts and develop their understanding of the topic instead of simply memorising disconnected facts. Children take at least one test every month in each subject and the results are collated and published on report cards that are seen by the student and parents/guardians and reviewed by the Head of Year. If children are thought to be underperforming, interventions will be discussed with the student/parents and put in place. The SLT will report if any student is not making the expected progress and again interventions will be put in place where necessary.

The parents/guardians receive a ‘long report’ at the end of the Autumn and Summer Term. This will list all the test scores in each subject as well as give detailed comments from each subject teacher. Again, the reports are reviewed by the Heads of Year and interventions put in place as appropriate.

Each student will meet with their Headteacher to review their report and set targets. The class and subject teachers will also contribute to the setting of targets and assessing if the child is making suitable progress.

**Key Stage Assessment:** On entering the School, children take a baseline test (GL Assessment and CAT4). Across KS1-KS2, GL Assessments (CAT4) are used across core subjects, including for spelling and testing reading level. End of unit assessments are carried out in all subjects at an age-appropriate level. Regular testing of spelling and maths skills occurs within our schemes of work.

**Tracking Progress and Baseline Assessments:**

In the Junior Department, GL Assessments (CAT4) are used to monitor progress within English and Maths. During lessons and activities, teachers give children feedback in line with the school’s feedback and marking policy. Teachers also track children’s progress using digital tracking systems, based on children’s performance in classwork and in informal assessments. Each half term, teachers in Year 1 and above will give an attainment grade for each child in Reading, Writing, Mathematics.

#### Understanding how a student is learning and progressing:

#### In addition to formative and summative assessments, teachers must also check the following:

1. Which children have English as their second language
2. Which children have gaps in their disciplinary and substantive knowledge
3. Which children have followed a foreign-based curriculum or been in an international school
4. Whether the student has an SEN issue – and what is this and how it might impact them accessing the curriculum

**Early Years Curriculum Policy:** The Early Years curriculum is as follows:

Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. The curriculum for the EYFS promotes teaching and learning to give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The experiences that our children meet enable them to develop a number of competencies, skills, and concepts across several areas of learning. The revised Early Learning Goals (EGLs) are used for assessment and are not the basis for our curriculum.

Our educational programmes within the EYFS provide a breadth of activities and experiences from the seven areas of learning:

* Communication and Language; Personal, Social and Emotional Development; Physical Development;
* Literacy; Mathematics; Understand the World; Expressive Arts and Design.

We follow the latest [Statutory Framework for the EYFS (2021)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf) to support the planning, teaching and assessment for individual children. Our medium-term planning is completed half-termly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals.

**Key Stages 1 and 2 Curriculum:** Imperial Oak Key Stage 1 and 2 provides full time supervised education for pupils from Years 1 to 6. Imperial Oak Key Stage 1 and 2 believes that all pupils have a right to a broad, balanced, and relevant curriculum, which provides continuity and progression and takes individual differences into account. From Year 1 onwards, the [National Curriculum](https://www.gov.uk/government/collections/national-curriculum) serves as a minimum entitlement and, when beneficial to the children, we go beyond the requirements set out in the National Curriculum document. We have specialist teachers from Year 1 onwards: in French, Design and Technology and more. We also aim to enrich our offering through a variety of clubs. English and Mathematics are planned in line with government guidelines using the National Curriculum.

**Impact:** The impact of the curriculum is often difficult to measure when taken as whole, but outcomes in terms of progression made from entry to leaving the School is possible alongside normative and summative assessments regarding the progress of the children on their learning journey. Summative assessment is particularly important is determining long-term progress. Thus, to evaluate the impact of the curriculum, the Senior Leadership Team and Subject Leaders use a combination of different techniques within school, inclusive of but not restricted to:

* Work and book monitoring
* Pupil conferencing
* Parent feedback
* Teacher’s self-evaluation
* Learning walks
* The characteristics and behaviours demonstrated by children in all settings within school
* The monitoring of e-safety incidents that are raised to or by the school.

Impact of the curriculum will also be measured/evaluated through:

* Test results
* Examination outcomes
* college destinations
* Entry points and progress over time – value added

Aside from the understanding of intent, implementation and impact, the SLT wish to see triangulation in the form of:

Work Scrutiny

Scheme of Work

Lesson Observations

When staff are observed in lessons, a check is made on roughly where they are in their teaching to see if it aligns with their sequence order in their SoW. Where there is a serious misalignment, questions will be raised. In addition, work is collected from teachers and checked in terms of suitability, marking and assessment. In addition, staff are asked to complete a work scrutiny document that requires them to explain how they are implementing their curriculum and whether they are actioning their intent and planning. Where there are some concerns, staff will be spoken to by the curriculum leaders of the SLT. In addition, staff are also asked if they require additional resources to help them implement their curriculum. Checks are also made to see if staff need any additional CPD training or need to take their children on relevant and useful educational trips or visits in support of their curriculum.

**Work Scrutiny:** A sample of teachers’ marking is collected to ensure that appropriate homework is being set and that the work is being marked in line with the teaching and marking policy, that work is being returned in a suitable timeframe and that adequate and helpful feedback is being given. The SLT will feed back to teachers how they can improve in this area as necessary.

To ensure teachers are constantly reviewing the work they are teaching and to seek further evidence that the intent of the curriculum is being appropriately implemented, staff have been asked to complete a work scrutiny document. The purpose of the questions in this document is to act as a quality check on the teachers’ curriculum and to ensure that staff are constantly evolving and improving the way they teach and enhancing the learning experience for their children.

**Core curriculum:** Schemes of Work are developed as a collaborative activity by a combination of the SLT and subject coordinators. Such schemes are scrutinised by the Advisory Board who hold the SLT and subject coordinators to account over the content, implementation and learning outcomes. The SoW detail how topics will be taught in any week and the particular order that the specification will be taught in. Teachers should be able to justify the sequencing and weaving of their curriculum. The scheme should also include the resources the teacher/student will be using as well as showing how PSHE/BV/RSE are incorporated into their lessons. It cannot be a simple linear list as teachers must be able to show how they justify and explain the navigation of their curriculum.

The progress of each student will be monitored on a regular basis and interventions put in place if deemed necessary.

**PSHE, Social and Emotional Literacy and Support:** *Please also refer to PSHE and RSE policies.* Each child’s Personal, Social, Health, and Economic education informs all aspects of the school day. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We encourage respect for others, with a focus on protected characteristics. We promote emotional and social literacy through all curriculum subjects. The groundwork for social and emotional literacy is based on the “5 Skill Buckets”.

Diagram, shape

Description automatically generated

**Spiritual, Moral, Social and Cultural Development (SMSC):** Alongside achieving their academic potential, pupils are led towards developing their spiritual, moral, social and cultural awareness. While encouraged in all subjects, these themes are given a specific focus in PSHE and RE. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others’ actions. Imperial Oak builds resilience towards extreme and radical views through promotion of strong values and any such views are challenged as a matter of principle. Imperial Oak ensures that principles are actively promoted which:

* enable pupils to develop their self-knowledge, self-esteem, and self-confidence
* enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
* encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
* enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
* further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
* encourage respect for other people, paying particular regard to the protected characteristics in the Equality Act 2010
* encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
* ensures that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. This may be during lessons, or when extra-curricular activities within the school such as debates take place, or through the use of external speakers.

**Pupils gain:**

* An understanding of how citizens can influence decision-making through the democratic process
* An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
* An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies (eg: police, army) can be held to account through Parliament, others such as the courts maintain independence
* An understanding that the freedom to hold other faiths and beliefs is protected in law
* An acceptance that people having different faiths or beliefs (including those people who leave their faith or those who hold no faith) should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour
* An understanding of the importance of identifying and combatting unfair or illegal discrimination
* An understanding of why democracy is perceived within the UK as the fairest form of political organization
* An understanding of why taking part in democracy is a good thing and why law-making on the basis of representation in Parliament is seen as better than alternatives

**At Imperial Oak this is achieved through activities such as:**

* Sharing age-appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in the UK and other democracies, in contrast to other forms of government
* Discussions with the school council ensures that all pupils within Imperial Oak have a voice that is listened to, and which promotes democratic processes
* using opportunities such as general or local elections to hold mock elections to promote the fundamental British values, and provide pupils with the opportunity to learn how to argue and defend points of view
* enabling pupils to encounter people of different faith backgrounds
* using teaching resources from a wide variety of sources to help pupils understand a range of faiths
* considering the role of co-curricular activity, including any organised directly by pupils, in promoting the fundamental British values
* running group activities that teach co-operation and initiative, giving pupils responsibility within the school setting, and enabling pupils to serve other people in the wider community
* educational visits, and work-shadowing or work experience in relevant organisations, which enhances pupils’ understanding of public services
* Enabling pupils to gain knowledge and respect for their own culture and faith, to prepare pupils to interact positively with people of different cultures and faiths

Staff at Imperial Oak understand that they must not adopt a stance which supports a particular political view/purpose which might be considered partisan (one-sided). This might be seen if:

* superficial treatment is given to the subject matter, by portraying factual or philosophical premises as being self-evident, with insufficient explanation and without any indication that they may be the subject of legitimate controversy
* the use of data which is misleading or contains misrepresentations and half-truths
* deployment of material in such a way as to prevent pupils meaningfully testing its veracity and forming an independent understanding as to how reliable it is
* the exaltation of protagonists and their motives is coupled with the demonisation of opponents and their motives
* a particular view being advocated as being the ‘right’ view which must be adopted because otherwise certain presupposed consequences follow
* actions are taken either directly or indirectly to further the interests of a particular political party
* actions are taken either directly or indirectly to procure changes to the laws of this or another country
* actions are taken either directly or indirectly to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country

We promote work and interactions within Imperial Oak which respects individuals and differences between them and we ensure that pupils become familiar with different approaches to religion and culture. We celebrate achievement in a number of ways (Headteacher’s awards, letters of Commendation, parents being informed oof achievement) and encourage pupils to have the confidence to undertake difficult tasks and have a wide range of experiences. Pupils are also be encouraged to question things which prevent them developing into confident adults. For more details please see our *Safeguarding and Child Protection Policy*, our *Preventing Extremism and Radicalisation Policy* and *our SMSC Policy.*

[Frog Education](https://schools.frogeducation.com/) **– Virtual Classroom:** At Imperial Oak, we use Frog Education to provide a virtual learning environment for our pupils and teachers, with the ability to offer Remote Learning, the setting of Homework and to provide a link to parents and carers on both sharing progress, events and communications within school.

**Teacher Preparation for Effective Learning:**

* Subjects have Policy Statements and Schemes of Work that are reviewed regularly for balance and relevance. Schemes of Work incorporate opportunities for appropriate differentiation.
* Teachers are responsible for producing lesson plans according to the scheme of work.
* Planning should include a learning objective and success criteria, as well as information about support, resources and differentiation.

**Classroom discipline and management:**

* + All staff are expected to utilises effective strategies for managing behaviour and encouraging pupils to act responsibly
  + Learning activities are given appropriate time so that pupils may understand what is being taught. Lessons are well paced to maintain motivation and progress. Teachers look for opportunities to exploit time and space and use cross-curricular links with other subjects where appropriate.
  + Flexibility is shown either to meet individual needs and add variety, or because of unseen problems or opportunities, to make a particular learning point.
  + Transitions between activities are handled carefully so that all pupils can move on with a sense of purpose and success.
  + Discipline is maintained in a fair and firm manner. Pupils learn because they are encouraged not because they work in fear. Pupils and teachers understand what is acceptable behaviour and what sanctions will be employed should standards slip.
  + The learning environment is carefully monitored and all materials or resources are of the highest quality and are treated with respect. The teachers (in their dress and manner) contribute to this understanding of respect. Classrooms are positive, bright, stimulating and welcoming.

**Teaching Skills which activate Pupil Learning:**

* All lessons should have a clear objective and pupils should understand how they can be successful.
* Pupils should receive regular constructive feedback.
* Staff show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
* Staff ensure that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
* Staff ensure that teaching does not discriminate against pupils contrary to Part 6 of the 2010 Equality Act
* Teachers regularly assess pupils and lessons are adapted accordingly to meet their needs.
* Teachers make the learning activities clear by effective presentation using a variety of methods.
* Teachers utilise effectively classroom resources of a good quality, quantity and range, so that pupils are exposed to a sufficiently wide variety of stimulating material.
* when the teaching of subjects touches on matters covered by the SMSC standard, such as forms of government or political ideologies, the resources (books, films etc.) used for teaching should be of a range which fulfil the requirements of the SMSC standard, for example, by representing a range of views.
* Teachers are aware of the indirect messages they may give. Therefore, they consider carefully the language they use, the type of humour they use in their lessons, the examples they give, the way they encourage quiet pupils, the time they spend with particular pupils, their marking turn around time and so on.
* Pupils should not be actively encouraged by teachers or others to support particular political viewpoints
* Good direct teaching requires staff who really know their subject, therefore staff are expected to be fully in command of subject material.
* Teachers try to use their voices in ways that are clear, varied, interesting and welcoming.
* Questioning is an important part of learning. Pupils are encouraged to phrase their own questions and develop an enquiring mind so that they become more independent learners.
* Within the wide range of teaching styles that are appropriate to any subject, all teachers should ensure that their lessons include:
* an expectation of effort by both the teacher and the pupils
* opportunities for pupils to speak and respond both to the teacher and to each other
* time for pupils to write notes or consolidate discussion in written form
* varied presentational styles and activities in order to keep lessons stimulating
* differentiated strategies (to include scaffolding and challenge) suited to different learning needs and styles
* effective use of the resources available including books, handouts, displays and IT equipment, etc.

**Independent Learning:**

* The way pupils learn is important and we therefore place some emphasis on interactive and co-operative learning and on
* devising lessons that draw on the different knowledge, aptitudes and learning styles of individual pupils.
* Independent learning is a goal both inside and outside class.  Teachers should plan lessons that encourage pupils to take
* an active role in constructing their knowledge, skills, attitudes and understanding.  This includes setting research tasks, collaborative projects and problem-solving challenges.  Pupils should be encouraged to think for themselves, ask questions and come to answers through discussion and reflection.  Lessons should include opportunities for pupils to lead discussion, work together and work independently.
* Imperial Oak values independence and developing a child’s independence through tasks in and out of the classroom.

**Examination Preparation:** Examination success is important because of the opportunities it opens to pupils.  It is therefore essential that in addition to learning freely and independently, pupils also be taught the knowledge and skills required for high performance in examinations.  These objectives are not mutually exclusive - independent learning should be better preparation for examination success than spoon-fed learning because the knowledge will be better internalised - but there is clearly a place for specific instruction in the requirements of different assessment types, the essentials of examination technique, and the analysis of past examination performance.

**Careers Advice:** It is important that the School provide impartial career advice to pupils and promote their best interests as well as inspiring and motivating them about the full range of opportunities, both academic and vocational, available. The school uses the Gatsby Benchmarks to develop and improve career provision. The schools has a Careers Leader who role is to make pupils aware of how they can access information regarding careers. Advice given by the school should achieve the following:

* Provide impartial information on a range of education and training opportunities, including apprenticeships and technical educational routes
* Promote the best interest of pupils
* Explain the wide variety of new disciplines, mostly driven by changes in technology (e.g. bioinformatics, neuro-marketing, artificial intelligence, robotics, data mining, environmental issues, etc.) alongside more traditional careers.

Careers education and awareness will be integrated into the curriculum at all three main levels, but especially in the support and community-based areas. The school will make a special effort to forge links with local businesses as well as academic groups and NGOs in the area to ensure that pupils can engage directly with those who can best explain the relative merits of certain career options. Links with outside speakers and representative from, for example, HM Armed Forces, are used to ensure that pupils receive sound feedback about potential careers.

##### Stretch and Challenge in the Curriculum: Teachers should be encouraging all children to make good progress and move beyond their comfort zone, aiming high and developing resilience in the process. Teachers should ensure that the work they set is challenging (especially HWK) for children of all abilities and makes the student think about what they are doing, not just learn things by rote. In particular, the teacher should be aiming to ensure that the children become independent learners so that they are well prepared for life after School. Children should also be encouraged to read around the subject.

As part of “Stretch and Challenge”, teachers should not just focus on able children, but consider all their children in this context, and provide those with greater ability in the subject additional work. Teachers are asked to provide HWK that, where possible, has a gradient of learning.

##### Conclusion and Improvements: The monitoring of children at Imperial Oak Preparatory School is a joined-up process that supports the individual and allows them to maximise their potential. The baseline assessment allows teaching staff to have an initial understanding of the strengths and weaknesses of the student and so adjust their curriculum accordingly. Regular testing of the children allows the SLT to constantly monitor their progress and put interventions in place where necessary. The children are encouraged to have aspirational expectations.