

**Oasis Academy Ryelands**  
**Our Curriculum Statement**  
**September, 2019**

**Our Curriculum Intent** – how do we consider the quality of the curriculum in each subject as a driver of change?

- In line with the Oasis' Education Charter, the curriculum is the heart of our academy's educational provision. Through this - and our commitment to an exceptional climate for learning and great pedagogy - we make learning the foundation of every lesson. We have designed our broad and balanced curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence within a caring and nurturing environment. We use a range of sources to meet the needs of the curriculum and provide an exciting and enlightening learning experience for our children, maximising the opportunities in our local area. We believe that our children should not only reach their best academically, but also develop a thirst for knowledge, foster a love of learning and leave our school with exceptional independent learning skills. The children of Oasis Academy Ryelands are happy learners who work hard to reach the challenges set by their teachers. Excellent teaching and learning give children opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspiration. Through our curriculum we will achieve outcomes that drive social mobility and give everyone freedom of choice throughout their lives.
- The Oasis ethos and 9 Habits are a foundation stone to the design and delivery of our curriculum. We know that the development of character doesn't happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We therefore work hard at preparing our students to be the best version of themselves not just for today but for their futures too. At Oasis Academy Ryelands we provide our students with information on careers and the world of work through developing self-awareness, opportunity awareness and giving them the chance to meet and question adults about their work. We work hard to ensure students take their future destination very seriously encouraging them to be aspirational and ambitious so that they can secure their dream job and enjoy fulfilling careers.
- Our knowledge-rich curriculum and our commitment to the Oasis ethos and Nine Habits is supported by our Trust's policies on Learning and Behaviour for Learning and the work of our National Lead Practitioners and Leads for Learning Innovation.

**Our Curriculum Implementation**– how do we consider the content and teaching sequence in each subject?

- The curriculum consists of many planned experiences in school and out: lessons, topic days, school council, assemblies, clubs, sports, trips and visits, workshops, residential camps, fund raising, and community work. Outcomes may be designed to meet the requirements of the new National Curriculum but also to develop the skills needed for learning and for life. Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or context each term. In order to ensure that progression and balance is maintained, the programmes of study are then developed into medium term plans which clearly highlight the learning objectives, assessment opportunities, differentiated approaches as well as links to other subjects. These topics are designed with the end in mind, working towards a final project, show or community event. Teachers then translate these plans into smaller

units – half term, weekly, daily plans where the specific needs of the learners are addressed. We are developing better ways of assessing children's needs and measuring impact on progress and attainment and, as such, teaching is carefully tailored to meet the needs of all the children.

- Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually.
- Whilst our knowledge-rich curriculum is designed to ensure the very best academic outcomes for our young people using the latest research in how the brain and memory works, it is about so much more than simply securing great results. It is about our academy's determination to achieve excellence with equity and integrity: where we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and there are no limits to the achievement and ambition of all children including our most able.
- In Oasis Academy Ryelands this will mean that all children, whatever their background, starting point and life experience, develop a strong grasp of the key learning skills, attitudes and knowledge they need to make an excellent start to secondary education. This will be delivered through the crafted experiences of a stimulating, broad and balanced context-based curriculum.
- *For the Early Years:* We will provide a curriculum based on planned, purposeful play that takes into account the interests of the children. The curriculum will provide opportunities for these children to learn to read and write, develop skills in maths, find out about the world around them and develop an understanding of art and design. We will also encourage the development of physical dexterity, language skills and social awareness.

## **Reading**

Reading is a key tool for life. Teaching children to become excellent readers is a large and exciting part of what we do at Ryelands. We have lots of opportunities for reading exciting books and materials. Each week, parents and volunteers listen to children read in school and we ensure reading books are carefully matched to ability. We use SFA phonics daily across EYFS and KS1. All pupils will normally have an hour and a half of English lessons in the morning. We use a whole-class reading approach where children are immersed in rich texts that link to wider learning across the curriculum.

## **Writing**

Writing is an essential part of our curriculum offer and very important at Ryelands. We have lots of wonderful opportunities to inspire pupils, which makes sure they enjoy writing, and excellent teaching and support to ensure children make excellent progress. In EYFS children learn how to hold a pencil properly and begin to form letters, words and sentences. We explicitly teach joined handwriting daily and pen licences are earned by children who can prove they can consistently write to a high standard across the curriculum. We teach a range of writing styles inspired by the high-quality texts that form the basis of our English lessons. We link our writing context to our curriculum topics, finding real life reasons for children's writing to enthuse them with purpose; recent examples include letters to our MP, reports for our newsletter and performance poetry and speeches.

## **Maths**

Our mathematics curriculum covers everything from cooking with weights and measures all the way through to long division and algebra. As a school, we have embraced the key principles of the mastery approach which include: deep understanding, mathematical thinking and language with problem solving at the heart of the curriculum. We encourage the use of

concrete, pictorial and abstract methods to ensure secure depth of understanding for all learners. We practice mental arithmetic daily and explicitly teach strategies for calculation with a focus on mental methods, jottings and formal written methods.

### **Science**

In our rapidly evolving world science is a vital part of our curriculum intention. Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Our pupils learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world. We approach science in a practical and contextualised manner, focussing on key enquiry skills. Through a variety of enquiry driven activities, children work scientifically to answer scientific questions.

### **Foundation subjects**

Within **Design and Technology**, our pupils are involved in designing, making and evaluating items from pirate ships to pizza. Children are taught to use tools correctly and safely - even our Reception class has a wood working bench!

In **Art** children have opportunities to draw, paint, print, make collages, use fabrics and threads and use clay. They are taught the skills and techniques and then given the opportunity to practise them to produce individual and group pieces of work. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences. We are very proud of our art work at Ryelands and have been awarded the Silver Arts Mark award and regularly present our efforts to the local community in the local doctor surgery.

**Music and drama** is a key part of our curriculum offer. We currently have Musical Bumps visiting school each week to teach Nursery, Reception and Year 1. Each year group from Year 2 -6 are taught different musical instruments such as the ukulele, ocarina and steel pans. Performing and visual arts also play a significant part within our curriculum. Examples of this are our Christmas nativity for Reception and Year 1, a whole school carol concert and Harvest festival. Each summer Year 6 write and perform a musical production, often drawing upon our rich and diverse culture. Children in Key Stage 2 have the opportunity to be part of our choir which perform at concerts throughout the year and at national events such as Young Voices. All children participate in regular 'Sing and Sign' assemblies where they practise their learning of Makaton.

**Computers and other IT** opportunities are provided in order to equip children with the tools they need for the 21<sup>st</sup> Century. We teach children about the benefits of technology and the potential risks in order for them to stay safe online and have a positive digital footprint. We support pupils to develop their skills such as researching, typing, and editing and graphics. They apply those skills in cross curricular work. Computer programming allows the children to employ algorithms for a range of purposes.

**Modern Foreign Language** is enjoyed throughout Key Stage 1 & 2. Our children learn Mandarin which is one of the most widely-spoken languages in the world. We have two specialist teachers who support pupils in their language learning and cultural understanding, in order to achieve a nationally recognised qualification via the Chinese Youth Tests.

**Religious Education** at Ryelands follows the Croydon Agreed syllabus. We encourage children to learn about the main world faiths and how to show mutual respect and tolerance for a wide range of cultures. Our Religious Education does not seek to enforce religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Parents have the right to withdraw their child from Religious Education, however they must provide a written explanation for their withdrawal.

**Physical Education** is where our children participate in all activities. Some of these lessons are supported by partnership with the Crystal Palace FC Foundation. The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. All children from Year 2 to year 5 will participate in swimming lessons, yearly, delivered by a qualified swimming instructor.

## **DSEN**

At Oasis Academy Ryelands we believe all pupils are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. All children are encouraged to achieve their full potential and are included in the social and academic life of the school. We aim to provide educational experiences that take into account the individual needs of each child appropriate to their level of ability. Alongside the support given to each pupil in class, a programme of early intervention is provided in order to support all pupils who have special educational needs. This process is co-ordinated by Miss Champion, who is supported in her work by outside agencies, which provide specialist advice.

## **Enrichment Activities**

Our commitment to providing students with a wide range of enrichment opportunities add depth and breadth to our provision and allow our students to follow their hobbies and interests beyond the formal curriculum.

Children can take part in a number of enrichment activities which are very popular, and there are a variety of clubs available for KS1 and KS2 pupils. Sporting skills and physical fitness are promoted through sports clubs that also provide opportunities to compete against local schools. We use facilities at the local Arena to help develop athletic abilities. Other clubs include Chess, Mandarin, Sewing, Steel Pans and Choir which appeal to a wide variety of children.

Our curriculum is enhanced through trips and experiences linked to learning, and these are wide, varied and frequent. As part of this, we are increasing opportunities for outdoor learning in our local area.

Playtimes are an important part of our pupils being happy, healthy and ready to learn. We have well-staffed and equipped playgrounds and each class have Playground Pals to encourage an inclusive and enjoyable atmosphere. Our Year 6 prefects take pride in being Play Leaders to help the younger children develop skills in positive play.

We also are very proud of our high standard of Public Speaking, taught through our links with Debate Mate, where critical and creative thinking, communication, leadership and teamwork skills are developed and are vital for the 21st Century world.

In Year 4 and Year 6, children are given the opportunity to go on residential visits that improve their independence and resilience.

**Our curriculum impact** – How well are our pupils learning the content within our curriculum?

We have four intentions when it comes to measuring the impact of our curriculum.

Intention 1: to develop our learner's learning (Our head and body: what we learn)

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their age related expectations when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering

where they should be for how old they are. We intend that the impact is that children will be academically and physically prepared for the next phase of their education, in Britain and the world.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in the corridor, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our school community.

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

The impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.