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| Curriculum Intentions | Our Values (6 C's) | Curiosity | Courage | Co-operative | Conscientious | Caring | Courtesy |
| | The Oxley Way | Dream 'Little people dream big' | | Believe 'I can and I will' | | Achieve 'Your potential is endless... How far will you go?' | |
| | Our Vision for the Curriculum at OPA | This is the start of your Oxley Park learning journey. In Nursery and Foundation you can have the wildest dreams and act these through play and being creative in ways you may never have before. Role play, art, construction, outdoor play and exciting spaces to explore. Dream of being a fire fighter, a police officer, a doctor a nurse or a pop star. Dream of being a chef, a writer, an artist, a scientist, a teacher; whatever your dreams they start here at Oxley Park | Entering Year 1 and 2 is where you start to believe that dreams do come true! Opportunities to gain rewards, take part in clubs, try out new things all become a reality. Learning new skills, starting to write stories, using your imagination, solving problems, learning to read, learn your times tables, and believing you can do something! This is where you start believing in yourself and challenging your dreams on your Oxley Park journey. | The stage of your journey through Oxley Park where Dreaming and Believing leads to Achieving! You are developing your skills, your dreams have started to come true, your belief in yourself and knowing you can do something has grown tremendously and you have started to feel success in your achievements. Achieving through becoming an Oxley Park Ambassador, Head Boy or Girl, scoring a goal, dancing in Strictly, entering a writing competition or taking the lead in a performance. Swimming a length, abseiling, knowing all your times tables and becoming a master in maths. You are growing up and as you come to the end of this journey, you and your friends have Dreamed, Believed and Achieved together! | | | |

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| Teaching Intentions | Our Teaching Intentions are: | Children understand the purpose of their learning. | Modelling | Questioning | Challenge for all and support where necessary | Continuous formative assessment, recapping on prior learning. | Moderation of assessments and judgements | Use of subject specific vocabulary | |
| | We are constantly acquiring new skills and evaluating our practice to ensure consistency in our teaching and learning | Staff have a deep knowledge of the subjects they teach. | Staff monitor learning and provide feedback | The classroom environment created by teachers inspire, motivate and support all pupils | Staff share good practice and learn from each other | Pupil groupings are flexible and are adapted to all children | Teaching is based on a clear understanding of how children learn and progress | Opportunities are given to recap and revisit learning to ensure pupils are knowing and remembering more. | Teachers develop strong partnerships with parents and carers, to ensure learning opportunities are maximized. |

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| Implementation | Our whole school curriculum is planned to excite and engage the children whilst embedding the core skills needed to succeed | Enhanced curriculum | Educational Visits Including residentials | Visitors | Assemblies | Extra-Curricular Activities | Learning Outside the classroom | Engaging and immersive environments | | Charity days | | Themed days and weeks | |
| | | Core Curriculum | Whole School Doorways and Pathways | Knowledge banks provide key information and vocabulary | Dazzling Debuts to excite the children and engage them in their learning | Fab Finales providing an audience and purpose for their learning | Progression of skills using Milestones | High Quality Schemes of work | Each pathway is underpinned by Key Knowledge | Less in more depth | Whole school Key Concepts | Regular systematic teaching of basic skills based on strong foundations | |

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| Impact | Our curriculum has an ambition for high achievement for all children | Standards | | | | Our Values | | | |
| | | Throughout their journey children make progress and the vast majority attain in line with or better than national expectations. They are given opportunities to achieve greater depth. High quality learning and outcomes showcase knowledge and skills that are embedded across the curriculum. | | | | Children demonstrate and are able to communicate their understanding of the 6C's and British values. They have aspirations, are problem solvers, risk takers and have an understanding of their place in the OPA family and the wider community. | | | |

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| Evaluation | We regularly review how well our curriculum goals enable achievement | Through: Assessment, reflection, evaluation, pupil voice, moderation, POD's (subject teams), stakeholder feedback, drop ins and book looks. |
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