



# Alley's Oakfield Policies & Procedures

## Curriculum Policy

Name of Policy	Curriculum Policy
ISSR	Part 1: Quality of Education
Reviewed by	Alley's Governing Board
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Date of school review	February 2026
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### Policy Overview

This policy applies to Alley's Oakfield, including EYFS.

### Introduction

This curriculum policy reflects the vision statements of Alley's School and Alley's Oakfield and should be read in conjunction with the Spiritual Moral Social and Cultural Policy (SMSC), the SEND Policy, the Relationships and Sex Education (RSE) Policy, the EYFS Policy and the Fundamental British Values Policy. There are also detailed policies, schemes of work and plans for individual subjects.

Alley's Oakfield is committed to the education of the whole child, encouraging and building the range of learning behaviours and character traits linked to the school's 6 Core Values:

- Curiosity
- Collaboration
- Courage
- Care

- Creativity
- Challenge

The curriculum is broad and balanced and aims to instil a lifelong love of learning and so children want to learn for the sheer joy of it.

It is designed to meet the needs and abilities of all pupils, including those with SEND or an EHC plan, so they acquire the knowledge and skills to prepare them for the next stage in their education and for their future lives as confident and responsible members of society.

The curriculum is based on the National Curriculum and, for pupils aged 5 and under, on the EYFS Statutory Framework. It is enhanced by a range of other subjects, activities and experiences, which are encountered both in the classroom and in the wide range of co-curricular activities on offer. This combination all serves to secure, extend and deepen the children's learning and allows flexibility to nurture individual talents and interests.

The curriculum provides all pupils with diverse experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The school's schemes of work for individual subjects, as well as planning at a weekly and daily level reflects the needs and ability levels of all pupils.

**The curriculum is planned in order to:**

- Promote a lifelong love of learning, develop intellectual curiosity, and create a sense of awe and wonder about the world.
- Ensure that each pupil's education has continuity and progression so that they have the opportunity to learn and make progress.
- Ensure that pupils develop the key skills of speaking, listening, numeracy, literacy and ICT.
- Meet the needs of all pupils, considering their ages, aptitudes and needs, including those pupils with an EHC plan.
- Promote the spiritual, moral, mental, physical, aesthetic and practical development of all pupils.
- Provide personal, social, health and economic education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Provide Relationships & Sex Education in accordance with '*Relationships and Sex Education and Health Education*' statutory guidance (July 2025)
- Prepare pupils to contribute to society as responsible citizens understanding the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Promote the acquisition of skills for independent learning and encourage responsibility for those.

- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Promote respect both for their achievements and for those of others.
- Build self-confidence in pupils to enable them to take full advantage of the opportunities they meet at school and in later life.
- Nurture spiritual, moral, social and cultural development throughout all the activities of the school
- Promote Fundamental British Values and ensure that policies, plans and schemes of work do not undermine the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- Provide a programme of CPSHE which meets the statutory guidance set out on Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025. (also see RSE Policy)

**Teachers facilitate this by:**

- Preparing and reviewing schemes of work which take into account the age, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- Using a variety of teaching methods to deliver well-planned, engaging lessons, which are followed up with positive learning experiences in homework tasks.
- Addressing the needs of every pupil, including those with additional needs and the more able.
- Promoting a Growth Mindset approach to build resilience and independence.
- Monitoring the development of the formal curriculum through assessment, recording, reporting and review procedures.
- Extending the learning experiences of pupils through a wide range of visits, extracurricular activities and fundraising events.
- Celebrating the achievement and success of pupils through a variety of school activities, performances and displays and by individual commendation.
- Providing pupils with opportunities beyond the requirements of the National Curriculum, which includes specialist teaching in Spanish, Music and PE from Nursery and specialist Art from Year 3, the Year 6 Diploma, Votes for Schools and a wide range of co-curricular clubs and visits.

**Strategies for teaching the curriculum**

- Subject leaders write long term plans in the form of curriculum overviews which contain details of the topics covered each term per year group for the academic year.
- Subject leaders oversee medium term plans for their subject which contain the objectives, (skills and knowledge) and outcomes for each topic covered each half-term.
- In Pre-Prep (Nursery to Year 2) long and medium term planning is overseen by the Head of Pre-Prep. In Prep (Years 3 to 6) this is overseen by the Director of Studies.

- The long- and medium-term plans ensure continuity and progression.
- Class teachers use the above to create individual plans for each lesson they teach which include details of activities, resources, differentiation and SEND provision.
- Clear lesson objectives and plenaries within the planning strongly encourages children's engagement in their own learning.
- Regular detailed marking and feedback takes place which informs both the teacher and child (this may be verbal or written).
- Resources are made available to enable inspirational teaching, learning and to support pupils' understanding.
- Children with special needs have an Individual Learning Plan reviewed annually
- Any child on an EHC plan has objectives and strategies in place to enable them to acquire skills and make progress.
- Teachers monitor the delivery of the taught curriculum through Assessment, Recording, Reporting and Review procedures.

### EYFS (also see EYFS Policy)

Children in the EYFS (Nursery and Reception) follow the EYFS Statutory Framework 2025.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Pupil - every pupil is a competent learner
- Positive Relationships - pupils learn to be strong and independent
- Enabling Environments - supporting and extending a pupil's development
- Learning and Development - three prime and four specific areas of learning and development.

The seven areas of learning and development are divided into three prime areas and four specific areas. The three prime areas are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

These are supported by specific areas that strengthen the prime areas. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Close attention is paid to ensure the development of that the principles which underpin the 'Characteristics of Effective Learning' are utilised throughout all seven areas of learning, as detailed in the EYFS policy.

The school also provides:

- a safe and stimulating physical environment both inside and outdoors

- appropriate play-based equipment which provides challenge and caters for individual needs
- a balance of adult-led and child-initiated activities
- activities and learning opportunities to match the interests and abilities of the children.

Free play is also a very important part of the Early Years curriculum. The children are encouraged to make their own choices in the different areas of play by:

- Choosing what they wish to play with
- Deciding how long they wish to play with an activity
- If they prefer solo, group or parallel play
- If they want to watch others playing

During structured sessions the staff interact with the children during all activities. This is to encourage the children to develop and extend their learning and results in both planned and unplanned learning outcomes. Staff continually observe the children and use the information gained to assess each child's level of development; these assessments form the basis of future planning.

Additional specialist teaching is provided in all EYFS classes in Spanish, Music and PE.

### Key Stage 1 and Key Stage 2

In Key Stage 1 and Key Stage 2 the timetable is organised into 6 x 45-minute lessons daily, with additional times for activities such as Form Time, Assembly, Reading and Story Time/Golden Time as appropriate to the age of the children.

Teachers utilise a variety of teaching methods, according to the needs of the children and the demands of the subject. There is a balance between whole-class interactive teaching, group work and individual assignments/research. Relationships and Sex Education is delivered as part of the Jigsaw CPSHE programme.

The subject allocation is as follows:

<b>Subject</b>	<b>Year 1</b>	<b>Year 2</b>
English	5	5
Phonics	5	5
Maths	5	5
Science	1	1
Humanities (History/Geography)	1	1
Art	1	1
Music	2	2
Spanish	1	1
CPSHE	1	1
PE & Games	3	3
Religious Studies	1	1
IT	1	1
Library	1	1
	<b>30</b>	<b>30</b>

At Key Stage 2 there is flexibility in year groups, if required, to provide (for example) a focus on History for one week and Geography the next. Following the end of 11+ external examinations in Year 6, the timetable changes to accommodate the Diploma – a programme of core learning combined with extended projects and enrichment activities including life skills.

<b>Subject</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
English	6	6	6	6
Maths	6	6	6	6
Science	3	3	3	3
Humanities (History/Geography)	2	2	2	2
Art	2	2	2	2
PE, Games, Swimming	4	4	4	4
CPSHE	1	1	1	1
Music	1	1	1	1
Spanish	2	2	2	2
IT	1	1	1	2
Votes for Schools	1	1		
VR & NVR Skills			1	1
Religious Studies	1	1	1	1
	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

### Co-Curricular Activities & Curriculum Enrichment

The school offers a wide range of opportunities in the Co-Curricular Activities programme. The programme runs weekly on the timetable and affords children the opportunity to take part in a wide variety of activities some of which may not always be encountered in lessons, for example cooking, gardening, practical problem solving, exposure to other languages, dance, martial arts and technology. Co-curricular activities offer additional opportunities for children to learn new skills, achieve success and develop attitudes such as self-confidence, independence and resilience, all of which may be transferred into the learning which takes place in the classroom.

Educational trips, visiting workshops and talks are all incorporated as part of the children's learning and in Years 4-6 the children participate in an annual residential trip.

### Monitoring and Review

The Head has responsibility for the leadership of the curriculum, together with the Director of Studies, Head of Pre-Prep and Senior Leadership Team, and for monitoring its provision. The curriculum is reviewed through lesson observations, book scrutiny,

assessment results and curriculum monitoring by subject leaders and the Director of Studies.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues relating to the subject
- Ensure efficient resource management for the subject
- Monitor pupil progress and planning in that subject area

It is the responsibility of each subject leader to keep up to date with developments in their subject. They monitor the curriculum plans for their subject, ensuring that there is coverage of the National Curriculum and that progression is planned into schemes of work. Early Years Foundation Stage and Year 1 to Year 6 teachers will jointly ensure that progression is continuous across phases.

Subject leaders also meet regularly with the Director of Studies to ensure that a progression of skills and knowledge is planned for as children move through the school. They will review the way that the subject is taught in the school and plan for improvement, contributing to the School Development Plan. Class and subject teachers ensure that the curriculum is well-planned and taught, and that the aims are covered for each class they teach.

## Home Learning

The school values and nurtures the whole child; taking into account their health and well-being, both mentally and physically. To this effect, homework is set with the importance of family life in mind.

### **Aims:**

- To develop good study habits, the skills of independent learning and the development of intellectual curiosity and enquiry
- To encourage children to develop the skills of self-discipline, time management, perseverance and initiative
- To support the belief that learning can take place beyond the classroom
- To enable parents to be involved in their child's learning

### **EYFS**

Parents of children in the EYFS are regularly informed of the learning that takes place through the use of the online observation and assessment tool, Tapestry. This includes photographs and descriptions of the learning taking place across the 7 areas.

In the Early Years, homework takes the form of reading when the children are ready to begin the scheme. Other information/resources to support home learning may be given as follows:

- Specific tasks to prepare for or enhance a topic, such as finding out a piece of information or bringing in something to share
- Library books are also taken home regularly (children's free choice)

- Reception pupils also receive English and Maths workbook activities to complete on a weekly basis

**From Year 1 to Year 6**, the home learning set for each year group is as follows:

Year 1 & 2:

- Nightly reading (via their weekly phonics decodable books)
- Weekly phonics and comprehension activities linked to their weekly decodable book
- Weekly spellings and number bonds practice
- 1 project per half term
- No formal holiday homework; however a list of suggested activities will be sent home during the Christmas and Easter holidays, along with additional work from Maths and English books as appropriate

Year 3 & 4:

- Nightly reading
- Weekly spellings and times tables practice
- 1 weekly piece of short, homework (alternating between Maths and English) to be set on a Wednesday and handed in on a Monday, usually set on Atom Learning
- 1 project per half term
- No formal holiday homework, however a list of suggested activities will be sent home during the Christmas and Easter holidays.

Year 5 & 6:

- Nightly reading
- Weekly spellings and times tables practice (where necessary)
- 1 piece of English homework a week – set on a Friday and due in the following Wednesday, usually set on Atom Learning
- 1 piece of Maths homework a week – Set on a Friday and due in the following Wednesday, usually set on Atom Learning
- 1 or 2 project(s) per half term

Holiday Homework to be set as follows:

Y5 Oct half term	Y5 Christmas	Y5 Feb half term	Y5 Easter	Y5 May half term	Y5 summer holiday
None	Activities list	None	Activities list	None	Optional 11+ prep packs for Maths and English

Y6 Oct half term	Y6 Christmas	Y6 Feb half term	Y6 Easter	Y6 May half term
Optional 11+ prep packs for	Optional 11+ prep packs for	None	Activities list	None

Maths and English	Maths and English			
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Half termly projects:

From Y1-6, a longer or more practical project is set at the beginning of a half term and due at the end. This is linked to a topic the children are exploring in a particular curriculum area and inspires creativity and cross-curricular focus. Families are encouraged to contribute and spend time with the children discovering the topic.

Projects are set by the teacher who teaches the subject to the child. They are set in different year groups at different times of the year, as follows:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 & 2	Pupils are given a choice of different options and they can choose the one that appeals to them most.					
3	Maths	Indep choice	Art	Science	Humanities	English
4	English	Maths	Indep choice	Art	Science	Humanities
5	Humanities	English	Maths	Indep choice	Art	Science
6	11+ Prep		Humanities	Indep choice	Art (Diploma)	Indep choice (Diploma)

## Communication

Parents are provided with an outline of the curriculum at the start of each academic year. Class teachers keep parents regularly informed with key information via email and are always happy to meet with parents to discuss their child's progress. In addition, weekly newsletters are sent which include information on learning and curriculum. Pre-Prep parent workshops take place each year in Phonics, Maths and Writing. Parents' information evenings are also held when necessary to inform parents of new initiatives and teaching methods, such as in Phonics and Mathematics. Parents are also invited to assist with the running of school trips.