

Oakwood Primary Academy

Curriculum Intent, Implementation and Impact Plan



Intent

At Discovery Multi Academy Trust the curriculum is designed to provide wide-ranging experiences and contexts which allow our children to develop the skills and knowledge to allow them to become resilient, reflective and creative thinkers. Through an engaging STEM-based approach to learning, our children will collaborate and be able to fulfil their wider role in their community. They will have the skills to make connections in what they have learnt, self-evaluate and develop a desire to learn as they go to their next stage of learning.

Implementation

- The curriculum is designed to provide **wide-ranging experiences and contexts** through regular visits and visitors in each topic theme. These include visits in the local community including the Fire Brigade, Police, Health, library and the nearby churches, sporting festivals and PE coaching opportunities, Forest School events, Children's University events, theatre visits and brass music tuition for all children in year 4. Additional opportunities are planned as topic themes are developed. The children also take part in the Discovery List to broaden and enhance experiences outside the classroom. Children in Key Stage 2 have three residential opportunities; Nethercott Farm in year 4, a PGL experience in year 5 and a visit to London in year 6.
- At Oakwood we use the Learning Pit approach to promote independence and to encourage children to respond positively to learning challenges in order to fulfil their potential. This explicitly develops skills and knowledge to allow children to become **resilient learners and creative thinkers**. This is reinforced by the Ready, Respectful and Safe approach based on Trauma Informed practice, whole school training ensures that the school is a nurturing and supportive environment which supports children emotionally and socially so that they can **develop a desire to learn as they go to their next stage of learning**.
- Working Walls and Learning Conversations are used to encourage children to be **reflective** about their learning, **to make connections in what they have learnt**, ask questions, **self-evaluate** and to be able to articulate how they can reach learning targets to accelerate their progress from their starting points.
- The curriculum themes are being developed this year so that there is a more blended approach to learning. All curriculum themes have a **STEM-based approach to learning** which includes STEM outcomes or learning experiences that develop the individual STEM skills needed for science, mathematics engineering, and technology. These are also referenced in other subjects so that children can begin to use them more frequently across the curriculum. These skills are *Problem Solving* - how to approach a task, *Creativity* - think outside the box, *Inquiry Skills* - questioning why something is as it is, *Observation* - looking closely, *Flexibility* - change the way you try things if it doesn't work and *Collaboration* - working together. There are regular STEM based weeks and STEM links being developed with Plymouth University, Schneider Electrics and the STEM Lab at Beechwood. **Collaboration** is planned at class level when working together on learning tasks, at year group level for example in music and sporting events, at whole school level through House Days and at MAT level through School Champion events or residential opportunities.
- The curriculum promotes British Values which include experiences to **fulfil their wider role in their community** through support for local community events in the library, church, Food Bank and charity initiatives. The school also participates in city events such as Christmas events, musical festivals, PE Festivals, Holocaust memorial and MKC Heroes activities and national events such as World Book Day, National Science Week, Anti-bully Week, Safer Internet Day and other charity events.

Impact

We evidence the impact of our implementation thorough:

- Pupil Voice feedback.
- Planning and book moderation.
- Monitoring and assessment at school and MAT level including data outcomes.
- Review by governance.
- Parental engagement and surveys.
- External monitoring.