




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: October 2024

Next Review: October 2025

Mrs Chizzy Chukwukere
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](#)
- [National Curriculum](#)
- [Statutory Framework for the Early Years Foundation Stage](#)
- [Guidance about teaching personal, social, health and economic \(PSHE\) education \(2021\)](#)
- [Relationships, Sex and Health Education \(RSE\) \(2021\)](#)
- [Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#)
- [Promoting fundamental British values through SMSC \(2014\)](#)
- [Research review series: religious education \(2021\)](#)
- [Teaching about Mental Wellbeing \(2021\)](#)
- [DfE Careers guidance and access for education and training providers \(2021\)](#)
- [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. All our children have EHCP's and are either self-funded or referred by the Local Education Authority. Learning will begin with the child's 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. An important

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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.

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:

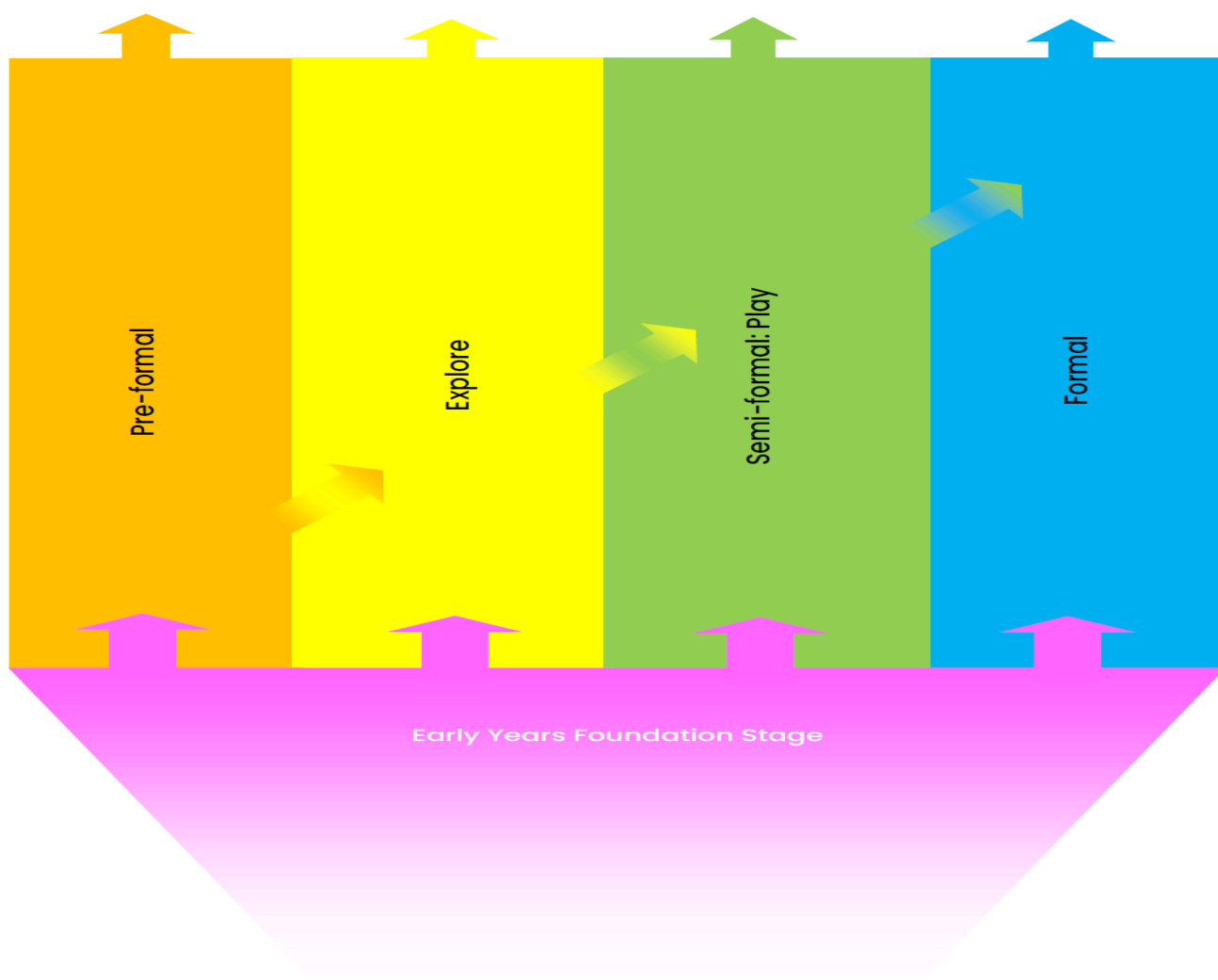
- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance 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.
- 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 promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- 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 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 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.

Implementation: The way in which the curriculum is delivered and taught is critical to outcomes and the success of our pupils. The learner is at the core of our curriculum and the centre of their learning. It is designed to be at the learner's pace and as it's an exceptionally flexible curriculum it's able to change to meet the children's needs with 5 core subjects at the centre. Imperial Oak School's curriculum approach is designed to ensure that we are able to meet each child's holistic needs as specifically as possible and to achieve this Imperial Oak School's curriculum is arranged into four pathways. These are the Pre-formal Pathway; the Explore Pathway; the Semi-formal Play Pathway; and the Formal Pathway. Each of these Pathways has its own distinct overarching pedagogical (teaching and learning) approach that begins to meet the collective needs of the pupils within that pathway which is then personalised to a higher degree to meet the specific needs of individuals.

Curriculum Pathways



As the school's curriculum is arranged across 4 theoretical, pedagogical pathways, these begin on transition from the Early Years Foundation Stage and run through Key Stages 1 and 2 until the pupils' transition to relevant secondary provisions at the end of year 6. The pathways are the Preformal Pathway, the Explore Pathway, the Semi-Formal Play Pathway and the Formal Pathway. Both the Explore Pathway and Formal Pathway are further divided into sub-pathways. These are Informal Explore and Semi-Formal Explore in the Explore Pathway. In the Formal Pathway they are Formal and Formal: National Curriculum.

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Each curriculum pathway is designed to have a defined approach in terms of its provision that extends to the curriculum areas taught, numbers of pupils in a class, staff to pupil ratios, underlying pedagogy and recommended developmental frameworks. Each pathway works towards specific but broad outcomes that underpin and form the foundation of the learners individualised needs (see Pathway Characteristics and Pathway Provision Overview tables below).

Within the context of an underlying approach all pupils are then planned for and taught at Imperial Oak School in a highly personalised way, by using developmental Personalised Learning Plans facilitated through an environmental context established by individual engagement profiles.

Pathway Learner Characteristics

Learner Characteristics					
Pathway	Communication	Characteristics of Learner	Play Stage (Cognitive/ Social)	Ability to Engage	Developmental Levels
Pre-formal	Pre-intentional Anticipatory Intentional- Requesting.	Profound and Multiple Learning Difficulties.	Cognitive: Unoccupied. Some early Physical Play. Social: Unoccupied. Solitary. Some Onlooker.	Adult initiated engagement initially developing into self-initiation of intentional communication or action on the environment.	EYFS: B- 11/ 8- 20 P1- 3ii RfL Step 1- 43
Explore	Informal: Explore Intentional- 1- 3 Key Word	SLD. Complex attention & interaction needs. Inability to tolerate uncertainty. Solitary: Unable to tolerate others or demands.	Cognitive: Physical Play Play with Objects Social: Unoccupied. Solitary Onlooker.	Fleeting engagement or a lack of meaningful engagement where persistence is good. Low levels of anticipation, exploration and realisation.	RfLStep 26+ Contingency Awareness EYFS 8- 20/ 16- 26 P Scale 4- 6 Engagement Step 1-3
	Semi- Formal: Explore Intentional 1-3 key words	SLD. Complex attention & interaction needs. Inability to tolerate uncertainty but will tolerate demand. Possibly some early subject specific learning in (literacy and numeracy)	Cognitive: Physical Play. Play with Objects. Symbolic. Social: Onlooker. Parallel.	Fleeting engagement or a lack of meaningful engagement where persistence is good. Low levels of anticipation, exploration and realisation.	RfL> PKS 1-3 EYFS 8- 20/ 16- 26/ 22- 36 P Scale 4- 8 Engagement Step 4- 6 Progression Step 1-2
Learner Characteristics					
Pathway	Communication	Characteristics of Learner	Play Stage (Cognitive/ Social)	Ability to Engage	Developmental Levels
Semi- Formal: Play	Intentional 1-3 key words	SLD. Independently initiates meaningful engagement across a range of contexts and environments. Some early subject specific learning (literacy and numeracy)	Cognitive: Symbolic Play Pretend Play Social: Parallel Associative	Good self-initiated persistence at play activities.	PKS 1-3 EYFS 8- 20/ 16- 26/ 22- 36 P Scale 4- 8 Engagement Step 4- 6
Formal	Formal Intentional 4 key words +	SLD. Accessing subject specific learning in most areas.	Cognitive: Rule Based Games Social: Co-operative Play	Good persistence at learning activities. A developed ability to apply skills cross contextually.	PKS 4-6 EYFS 30- 50/ 40-60/ ELG P Scale 8 + Progression Step 2/ 3 +
	National: Formal: Intentional 4 key words +	SLD. Accessing subject specific learning in most areas.	Able to play at any cognitive/ social stage across any context; thus supporting the cross contextual application of skills and knowledge to the real world.	Good persistence at learning activities.	PKS 4 by the end of Year 4.

Pathway Provision Overview

		Provision					
Pathway	Focus	Underlying Approach	Environment	Engagement Focus	Curriculum Areas	Generalised Outcome	
Explore	Pre-formal	Early Developmental Skills. Early Communication. Therapeutic Input.	Therapeutic sensory based adult led approach to teaching early developmental skills.	In the areas of: Activities; Resources/ Objects; Times of Day/ Events; Support/ Interaction/ People; and Rooms/ Environments. Engagement Motivators	Areas of: Persistence. Anticipation. Initiation. Exploration. Realisation.	Communication & Social Relationships. Cognition & Challenge. Self Determination & Independence. Sensory & Physical Wellbeing. Creativity. Outdoor Learning Experience.	Autonomy across a range of contexts: through self-initiated communication or interaction.
	Informal: Explore	Sensory Regulation. Communication & Interaction. Engagement: Anticipation. Tolerating Uncertainty. Tolerating Others: Parallel Play.	Low demand Play based approach facilitated by motivating environment. (Informal Approach).		Areas of: Persistence. Anticipation. Initiation. Exploration. Realisation.	Independence Play & Leisure Communication, Language & Literacy Thinking, Problem Solving & Maths Social Play & Shared Attention Stories & Narratives The World About Me Expressive Arts Physical Well-being Relationships Education Outdoor Learning & Forest School	Tolerating Others: Paralell Play Tolerating low level demands. Some low tolerance of uncertainty. Ability to persist/ meaningfully engage with learning outcomes beyond engagement.
	Semi- Formal: Explore	Sensory Regulation. Communication & Interaction. Anticipation. Initiation. Exploration. Attention. Interaction. Persistence. Shared Attention Associative Play	Play based approach facilitated by motivating environment.		Areas of: Persistence. Anticipation. Initiation. Exploration. Realisation.	Independence Communication, Language & Literacy Thinking, Problem Solving & Maths Social Play & Shared Attention Stories & Narratives The World About Me Expressive Arts Physical Well-being Relationships Education Outdoor Learning & Forest School	Shared Attention Associative Play Tolerating demands to engage in work and play. Tolerance of uncertainty. Self-initiation at motivating activities.
Pathway	Focus	Underlying Approach	Environment	Engagement Focus	Curriculum Areas	Generalised Outcome	
Formal	Semi- Formal: Play	Thinking & Problem Solving. Initiation. Exploration. Realisation developing into Cross-contextualisation of Learning. Social, Collaborative Play & Shared Attention	Play based approach facilitated by motivating environment. Specific teaching of relevant reading strategies. Functional play & learning.	Engagement Motivators In the areas of: Activities; Resources/ Objects; Times of Day/ Events; Support/ Interaction/ People; and Rooms/ Environments	Areas of: Persistence. Anticipation. Initiation. Exploration. Realisation. Realisation developed to the point of cross-contextualisation of understanding across activities, resources, social understanding and environments.	Communication, Language & Literacy Thinking, Problem Solving & Maths Independence Stories & Narratives The World About Me Expressive Arts Physical Well-being Relationships Education Outdoor Learning & Forest School	cross-contextualisation of understanding across activities, resources, social understanding and environments. The ability to functionally apply communication, literacy and numeracy (PKS 1-3).
	Formal	Formal	Continuing to apply knowledge and skills to a range of contexts. Subject Specific Learning in English, Maths, Science, RE supported by semi-formal areas.	Semi play based approach facilitated by motivating environment. Some timetabled focussed teaching of subject specific areas.	that support curriculum content and overarching themes and topics. Motivating Resources	Areas of: Persistence. Self initiation. Cross-contextualisation (realisation developed to true cross contextualisation)	Literacy Maths RE Science Independence Stories & Narratives The World About Me Expressive Arts Physical Well-being Relationships Education Outdoor Learning & Forest School
Formal: National Curriculum	Formal: National Curriculum	Sequential Learning of Year 1 National Curriculum content in Maths, English and Science supported by The Formal/ Semi Formal Curriculum Areas including RE.	Timetabled focussed teaching of subject areas.	Persistence at adult and self initiated learning.		English Maths RE Science Independence Stories & Expressive Arts Physical Well-being Relationships Education Outdoor Learning & Forest School	Continued ability to functionally apply literacy and numeracy (PKS 4-6).developing into functional application of broader understanding and academic progress.

Play

Imperial Oak School has utilised an Early Years influenced play based learning approach to support teaching and learning across all key stages for just over 10 years. Play is one of the most important ways in which young children gain essential knowledge and skills. Children play to make sense of the world around them, and to find meaning in an experience by connecting it to something already known. Play is a key approach in enabling children to take on an active role and ownership in their experiences, as well as helping them to be capable, autonomous, and agents of their own learning.

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Therefore, play provides the underlying pedagogy for Early Years and all four pathways, although to a lesser extent via timetabling in the Formal Pathway. The way it is adapted and applied across the Early Years Foundation Stage and each of the pathways, however, is quite different.

Co-operative Play					
Associative Play					
Parallel Play					
Onlooker Play					
Solitary Play					
	Physical Play	Play with Objects	Symbolic Play	Pretend Play	Games

Assessment and Reporting: Assessment is used to measure progress and inform planning the school uses ‘Evidence for Learning’ is used for evidence and tracking progress of each individual child (see separate Assessment Policy for further details.) If children are thought to be underperforming relating to their individual targets, additional interventions will be put in place where necessary.

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. Where relevant, assessment tests and practical work
3. Engagement with student
4. Teacher-predicted and target grades
5. Interventions
6. Understanding of a student’s previous academic history