Orchard Lea Federation Curriculum Policy

Date agreed: July 2026 **Date for renewal: July 2028**

Every Child, Every Day

Intent

Our Learning Powers

Caring (Caring Koala)	Resilient (Mighty Mouse)	Collaborate (Busy Bee)	Reflective (Observant Owl)	Independent (Ready Robin)
We want our pupils to care about themselves, their work, others, our school and also the wider world.	We want our pupils to be able persevere, confidently handle challenges, setbacks and change.	We want our pupils to be able to work together, take turns, be able to negotiate and listen to others.	We want our pupils to be able to ask and answer questions, to be able to reflect on mistakes, listen to feedback and learn from situations as they grow.	We want our pupils to be able to make connections in their learning, to be prepared to learn, to make their own safe choices, solve problems and give things a try.

Our Curriculum Principles

All pupils will be offered a broad, balanced and engaging curriculum offer.	Every child should be able to access the full curriculum offer.	We strive for the highest standards and outcomes for all our pupils.	Learning experiences will be sequenced to provide a progressive journey throughout the primary phase.	Pupils will be prepared for the next stage in their education.	Our curriculum will extend beyond the academic and provide pupils with enriched opportunities.

Implementation

What we will deliver

YR pupils will follow the Early Year Foundation Stage Curriculum which has 7 areas of learning:

Communication and language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the world.	Expressive Arts

Pupils in Y1 to Y6 will follow the National Curriculum and be taught the following:

English	Maths	RE	Science	History	Geography	DT	Music	Computing	Art	PE	PHSE	French

Teaching strategies as part of our daily offer for all pupils

Strong subject knowledge	Use of hooks to engage and enrichment opportunities	Tidy and purposeful learning environments	Explicit Modelling	Use of flexible groupings/cut away groups.	Task adaptation and personalised opportunity	Effective and considered adult deployment	Planned, sequenced, tailored and progressive learning journeys	Effective use of feedback	Retrieval practise	Opportunities for Oracy and oral rehearsal e.g. debates

Enrichment/wider curriculum opportunities

Educational visits and residentials	Assemblies	Engagement with the local community	Spotlight themes	Clubs	Peripatetic lessons (Junior)	Outdoor learning	Visitors	Performances	Roles and responsibility	School social events e.g. school disco

Impact

Monitoring and review – How will we monitor our curriculum and review our provision?

Work sampling	Planning checks	Summative assessment	Learning walks	Governor visits	External visits	Parent feedback	Pupil voice

Measuring Impact: How will we know if our curriculum has been successful?

Feedback from our monitoring (evaluation)	Outcomes from statutory tests	Internal Summative assessment at each assessment point.	Pupil voice	Parent feedback	External judgements

Intent:

At Orchard Lea, we want to deliver a curriculum with our core aim of ***Every Child, Every Day*** at the heart of all we do. We want to ensure that we deliver an excellent education for all of our children across our federation.

Our curriculum is based on the following principles:

- All pupils will be offered a broad, balanced and engaging curriculum offer.
- Every child should be able to access the full curriculum offer.
- We strive for the highest standards and outcomes for all our pupils.
- Learning experiences will be sequenced to provide a progressive journey throughout the primary phase.
- Our curriculum will extend beyond the academic and provide pupils with enriched opportunities.
- Pupils will be prepared for the next stage in their education.

Underpinning these principles are our Learning Powers of:

- *Caring - Caring Koala* - We want our pupils to care about themselves, their work, others, our school and also the wider world.
- *Resilience - Mighty Mouse* - We want our pupils to be able persevere, confidently handle challenges, setbacks and change.
- *Collaborate – Busy Bee* - We want our pupils to be able to work together, take turns, be able to negotiate and listen to others.
- *Reflective – Observant Owl* - We want our pupils to be able to ask and answer questions, to be able to reflect on mistakes, listen to feedback and learn from situations as they grow.
- *Independent – Ready Robin* - We want our pupils to be able to make connections in their learning, to be prepared to learn, to make their own safe choices, solve problems and give things a try.

Implementation:

To achieve our intent, we will ensure that we are committed to delivering high quality teaching in every classroom. This will be achieved through a daily offer incorporating:

Strong subject knowledge:

- High quality training for all staff. This will be delivered through: Hampshire Advisors, external courses and internal sharing of best practise as well as regular professional development opportunities.
- Coaching and mentoring delivered by our Teaching and Learning Leader as well as from Subject Leaders.
- Using in house expertise (such as advice from the SENDCo) or external support (such as an Education Psychologist) to provide advice and support for individuals.

Use of hooks to engage:

- Opportunities and experiences will be planned to enthuse and promote curiosity to stimulate learning
- In order to promote discussion and reflection, where appropriate, pupils will answer overarching questions in a unit of work. For example, in history, “Were the Ancient Maya an advanced civilisation?”

Tidy and purposeful learning environments:

- Ensuring that our environments support our learners. This would be through the use of working walls and scaffolds/prompts.
- Providing the resources and equipment needed.

Modelling:

- Setting high expectations through modelling, demonstrations and providing examples of the desired outcomes.
- Often using the “I do, we do, you do” approach.

Use of flexible groupings/cut away groups:

- Careful use of groupings, encouraging flexible groupings and use of cut away groups.

- Assessment will be used to inform learning. This is through formative assessment (such as questioning and marking) and summative assessment (such as end of a unit or more formal testing).

Inclusion:

- All children to be able to access the curriculum offer with necessary adjustments to meet their needs.

Task adaptation:

- Adapting tasks to meet the needs of learners. For example, using scaffolds, extension tasks, peer or adult support or through task design.
- Personalised learning journeys for children who need significant adaptation to the cohort curriculum in order to be successful in their learning.

Effective adult deployment:

- Deploying adults to ensure that the support given is effective. Adults will be deployed to support all pupils not just those working below expectations.

Planned, sequenced and progressive learning journeys:

- Ensuring that plans and expectations build up sequentially across the primary phase.

Effective use of feedback:

- Providing pupils with constructive feedback to help them improve.
- Good use of lesson time. For example, the use of mini plenaries to help re- shape the learning or reflect.
- Allowing pupils time to reflect, correct and edit their work.
- Continuous and robust moderation, monitoring and evaluation of outcomes.

Retrieval practise:

- Teachers will plan in appropriate opportunities for children to retrieve in order to support recalling key facts and information which they can easily draw on and apply.

Use of Oracy:

- Classroom discussions — structured talk in subjects like English, science, and history to help children explain ideas, justify opinions, and build reasoning skills.
- Talk partners — pupils regularly discuss questions in pairs or trios, to rehearse language, practise turn-taking, and build confidence. As well as develop skills for being a good, active listener.
- Storytelling and retelling — children orally retell stories, sequence events, and use expressive language to develop narrative skills.
- Vocabulary teaching — explicit teaching of new words and sentence structures to strengthen spoken language across subjects.
- Debates and persuasive talk — simple debates or structured argument tasks to develop reasoning, listening, and respectful disagreement.
- Role-play and drama — using character roles, hot-seating, and improvisation to encourage expressive language and empathy.
- Classroom routines — using sentence stems, talk rules, and discussion guidelines to create a culture of respectful, purposeful talk.

Curriculum Planning

Our curriculum meets the requirements of the National Curriculum. It is broken down into year groups and the content and skills are planned to ensure that content builds sequentially over time. Long term plans for each subject can be found on our website.

Subjects are taught discretely; some units are taught as a block and others are taught weekly. We have some subjects that are taught from schemes. Examples of this include French, PHSE (SCARF) and music. Each year team is responsible for planning and sharing medium term plans based on subject long- term plans and knowledge and skill progression documents. Class teachers are responsible for adapting these plans to meet the needs of their pupils.

Curriculum plans are monitored by the Subject Leaders and SLT.

Subject/YR Offer

Each subject is overseen by a Subject Leader. Further details of our intent and implementation for each subject can be found on our website. Our YR offer is outlined through milestones and our YR policy which can also be found on our website.

Support and challenge

We believe that all pupils should be able to access the full curriculum offer. As part of our daily practise we will ensure that pupils are supported through a range of strategies such as:

- Being able to refer to a working wall or resource such as a spelling bank.
- Targeted questions.
- Use of peer and adult support.
- Prompts (this could be an adult prompt or a resource)
- Individual next steps and feedback.
- Use of prior assessment to identify gaps.
- Practise, pre and over learning.
- Retrieval practise.
- A task presented in a different way (task adaptation).

Children identified as pupil premium/disadvantaged will have their specific areas of need identified promptly and addressed through high-quality first teaching and carefully targeted interventions, delivered either in small groups or individually as appropriate. These particular challenges and identified areas are outlined further on our PP Strategy which can be found on our website.

Pupils on the SEND register will be overseen by the SENDCo and will have further support according to their need. More information can be found about our support for SEND pupils in our SEND policies which can be found on our website. We also work closely with a range of outside agencies to ensure that our curriculum offer is determined by the needs of the child. Examples of this include working with the Primary Behaviour Service (PBS) or the Educational Psychologist (EP) to provide bespoke provision for pupils as required.

We want to ensure that pupils are challenged by their learning and as part of their daily offer and we will challenge pupils through:

- Use of prior assessment to ensure that the pitch of an activity provides challenge.
- Targeted questions.
- An open-ended activity, challenge or investigation.
- Use of a cut away group.
- Adult or peer support.
- Varied success criteria.
- Encouraging some choice e.g. choosing a perspective to write from.
- Individual next steps and feedback.

We welcome the Equality Act and ensure that our curriculum is evaluated so that we can identify opportunities to improve our provision for ***Every Child, Every Day***. Details of our objectives can be found in our Equalities Policy (on the website).

Personal Development

We believe that our curriculum offer should reflect our learning powers and also provide pupils with the opportunity to develop the skills needed to become responsible, respectful and active citizens. Pupils have opportunities to take on roles and responsibilities throughout their time at Orchard Lea. Examples of this include:

- House Captains

- E-cadets
- Play Leaders
- Lunchtime Superstars
- Librarians
- Pupil council
- Class monitors

British Values are promoted across the federation (see document on the website) and these alongside our learning powers help pupils to develop a strength of character and also a tolerance and respect for others.

We welcome pupil voice to help shape our provision. There is a pupil council in each school and pupils are elected by their peers.

Enrichment Opportunities and the Wider Curriculum

All children have access to further learning experiences that extend our curriculum to provide for pupil's broader development. Assemblies are planned to match key dates on the calendar for religious festivals, key events in our world, spotlight days and to strengthen learning on British values, spiritual moral social and cultural (SMSC) and how to keep safe.

Spotlight themes are planned where the whole federation immerse in the area of the learning for the day. To date, children have enjoyed an Art day, Languages day and a STEM day. Occasionally, this could involve further enhancement through an external visitor e.g. Paralympian. Pupils enjoy these opportunities and make good use of them.

We encourage pupils to lead healthy lifestyles through active lunchtimes, well-being week and through offering a range of clubs after school. In the junior school, pupils are offered two residentials which promote our learning powers of resilience, collaboration and independence. Infant pupils enjoy learning to ride a bike and a scooter safely. Taking part in the daily mile is also part of our curriculum offer. Junior school pupils take part in local sporting competitions.

Our links in the local community teach and encourage children to be active citizens in their school as well as the local and wider communities. We visit a local church for a Christingle service, support a local foodbank and sing to residents in a local nursing home.

We take opportunities within our learning to invite families in to celebrate learning outcomes. For example, each term parents are invited into share their child's success through attending an exhibition. Pupils have some opportunities to perform to parents and the local community through nativity plays, listen to me (music) assemblies and junior pupils take part in a cluster music concert. Further specialist music provision is offered in the junior school through use of Hampshire Music School tutors for piano and brass.

We enhance our curriculum offer through a planned sequence of trips that ensure our pupils can learn first-hand. Each year group has at least two educational visits per year which is accessible to all pupils.

Opportunities to promote pupils spiritual, moral, social and cultural development are outlined on our website.

Diversity

We seek to promote tolerance and respect through our learning powers of caring and reflective. In order to ensure that we promote these, pupils learn about a range of cultures, beliefs and influential people. Examples of how our curriculum promotes diversity are:

- We have a rich RE curriculum which teaches pupils tolerance and respect.
- Our art curriculum is based around famous artists from a range of backgrounds.
- Pupils study a range of different texts from different cultures and authors.
- Pupils learn about different cultures in geography.
- Pupils learns about different aspects of the past in history.
- Visits from outside speakers (such as a Paralympian).
- Spotlights on national calendar days.

Promoting Safety and Well-Being

Safeguarding our pupils is at the heart of all we do. We undertake risk assessments to ensure that all activities taking part in school and offsite are run safely. Pupils are taught to keep themselves and others safe through our PHSE curriculum, assemblies and being taught about online safety. We also run workshops from NSPCC and SCARF visitors

to school. All visitors are checked in accordance with our safeguarding policies. Orchard Lea is working with the local MHST team.

Assessment

Outcomes are marked daily in accordance with our marking and feedback policy. The outcomes from each lesson are used to inform the pitch and tasks for the next lessons. As pupils progress through the federation they are encouraged to peer and self- assess their work. We believe that pupils should be given time to reflect on their work and edit/ make corrections.

For children in years 1 to 6, there are four points during the year when we make a judgment about each child's attainment in reading, writing and mathematics. This is followed up through pupil progress meetings with leaders. We assess against Hampshire criteria.

In all other subjects, at the end of each unit we assess against specific assessment points and record notes regarding the pupils who have not met our expectations. These notes are used to support catch up in the next unit taught.

Pupils who are on the SEND register have individual IEP plans which are updated at each milestone point. For children working significantly below age related expectations we track their progress on a more individualised system.

Curriculum Monitoring

Subject Leaders oversee the provision and planning in their subjects through monitoring activities such as work sampling, discussions with pupils and checking planning. SLT will conduct regular learning walks, book samples, meetings with Subject Leaders and discussions with pupils to ensure that our provision is regularly evaluated and developed.

Governors are informed of our curriculum through presentations from Subject Leaders, Governor reports and monitoring visits into the schools.

Other links

Many policies link but the key ones to focus on in conjunction with this policy are:

- SEND
- Equalities Policy and Objectives
- Marking and Feedback
- PHSE and RSE
- Visits
- Safeguarding
- Home Learning
- YR Policy
- Pupil premium strategy

Complaints

If you wish to make a complaint about an aspect of our curriculum then we would recommend that you speak to your child's Class Teacher in the first instance. Following this we would recommend following the stages in our Complaints Policy which can be found on our website.