



Owston Park Primary Academy Curriculum Rationale



Core values	Courage	Listening	Teamwork	Respect	Perseverance		
Principles	<p>At Owston Park Primary Academy, we aim to deliver a broad and balanced curriculum which inspires children to leave us with the necessary knowledge and skills to be successful, life-long learners in modern Britain. Our curriculum allows children to develop an understanding of themselves as learners, unlocking their ability to drive their own learning forward and achieve their full potential.</p> <p>Our curriculum is based on a rich accumulation of knowledge and the skills and attributes that contribute to success. We aim to develop the whole child and provide opportunities for them to widen their experiences and aspirations through a range of activities, both inside and beyond the classroom. The understanding of, and pride in, their locality is of paramount importance.</p> <p>Through quality first teaching, we have high expectations for ALL children and use educational research to inform our practice and provide the best possible education.</p> <p>Our school is a truly special place and children say that ‘bullying doesn’t exist here’. We are an inclusive school that adapts and responds to individual needs and promote this ethos across our entire school community.</p>						
British Values	<p style="text-align: center;">Democracy</p> <p>We can have our say We will be listened to We will listen to others</p>	<p style="text-align: center;">Liberty</p> <p>We have the freedom to be ourselves and have our own choices.</p>	<p style="text-align: center;">Equality</p> <p>We are all equal and we treat each other fairly We are kind & considerate</p>	<p style="text-align: center;">Tolerance</p> <p>We accept and value people’s differences</p>	<p style="text-align: center;">Law</p> <p>We abide by the laws of our country</p>		
Social & Emotional Drivers	Growth Mindset – Resilience, Collaboration, Effort and Empathy		Healthy Minds, Healthy Lives	Being Safe, Feeling Safe	Self-Esteem and Aspirations		
Drivers for Cultural Capital	Reading & Vocabulary Rich		Socially & Emotionally Rich	Quality First Teaching	Metacognitive Strategies		
Education Research And Cognitive Science	<p style="text-align: center;">Retrieval Practice</p> <p>Content is reviewed regularly through low-stakes quizzing to increase storage in both short and long term memory.</p>	<p style="text-align: center;">Spaced Practice</p> <p>Learning is most effective when spaced rather than blocked.</p>	<p style="text-align: center;">Elaboration</p> <p>Recalling & describing learning (Dialogic)</p>	<p style="text-align: center;">Dual Coding</p> <p>Combining verbal with visual materials</p>	<p style="text-align: center;">Concrete Examples</p> <p>Using specific examples to understand abstract ideas</p>	<p style="text-align: center;">Interleaving</p> <p>Support children to discriminate between topics and aiding long term retention.</p>	<p style="text-align: center;">Metacognition</p> <p>Children are aware of what they know & don’t know.</p>



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Inclusion (adaptive, responsive and bespoke)	Responsive Teaching		SEND Support		Social & Emotional Support		Parent Partnerships		Outreach Partnerships		
	<ul style="list-style-type: none"> • Research based T & L approaches. • High quality feedback • Lessons incorporating: <ul style="list-style-type: none"> ○ Mental Health ○ Growth Mindset ○ Independence ○ Collaboration ○ Resilience 		<ul style="list-style-type: none"> • Graduated response • Support – bespoke to need • Precision teaching • Pre and post teaching • Same-day intervention 		<ul style="list-style-type: none"> • Mentoring • Nurture • Check-Ins • Pastoral Support 		<ul style="list-style-type: none"> • Early Help • Open Classroom • Support with key transition points • Links with local Children’s Centre • Class Dojo • Launches and Landings • Summer Picnic and Seasonal Fayres 		<ul style="list-style-type: none"> • Educational Psychologist • Speech & Language Therapist • Outreach partnerships from specialist provision • ASET • CAMHS • Early Help Hub/ Social Care Support 		
High Quality Teaching and Learning.	High Expectations	Good and Outstanding Progress	Outstanding Subject & Curriculum Knowledge	Well-structured lessons	Adaptive Teaching	High quality use of assessment	Effective behaviour management	Wider Professional Partnerships			
Curriculum Organisation	Early Years Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design.										
	English (Novel Study, Grammar, Spelling and Vocabulary)						Maths (Mastery Maths)				
	Science	History	Geography	Art and Design	Design and Technology	Music					
	Safeguarding (E-Safety)	RE	PSHE	Computing	French	PE					



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IMPACT	<p>Our curriculum has an ambition for high achievement of all children irrespective of background and starting point. The following our aspirational goals to measure the success of our curriculum:</p>	<p>IMPACT :</p> <p>Standards</p> <ul style="list-style-type: none"> - Children reach their full potential, progress and attain in-line or better than national expectations. - Children have age appropriate life skills and meet 'Owston Milestones'. - Children meet the expectations of the broad and extended curriculum. - There is quality transition that builds necessary skills and knowledge for the next steps in their learning. - Children have broad general knowledge and vocabulary that equips them for life. - Children can eloquently articulate, use and apply the knowledge and skills that they have learnt. - Children have an understanding and display their own learning in a metacognitive way. 	<p>IMPACT :</p> <p>Social and Emotional:</p> <ul style="list-style-type: none"> - Children demonstrate resilience and are responsive to challenge. - Children recognise, form and maintain healthy relationships. - Children are confident, articulate and able to express views and opinions in a respectful, appropriate manner. - Children recognise how to be physically healthy. - Children recognise how to keep themselves emotionally healthy. - Children recognise their personal and emotional wellbeing, - Children display as well-rounded global citizens. <p>Are life ready:</p> <ul style="list-style-type: none"> - Children know who they are themselves, in the community and in the world. - Children are able to make choices based on their own context, in their community context and the world. - Children are able to recognise and take measured risks and keep themselves and others safe in their own lives, their community and in the world. - Children are independent, organised and self-regulate their behaviour. - Children have good manners and can use these effectively in a range of social situations. <p>Have an understanding of, and pride in, their locality:</p> <ul style="list-style-type: none"> - Children are fascinated about their own lives, their community and the world. - Children know what is special about Skellow and Doncaster and how they have contributed to the world around them. - Children are proud of their community and how this has contributed to the world around them.
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<p>Adult Curriculum. Focus on incremental coaching</p>	<p>High quality development of Subject Leaders*</p>	<p>Evidence informed teaching and learning (inc. use of Early Career Framework)*</p>	<p>Cognitive Science *</p>	<p>Teaching metacognitive strategies within the classroom*</p>	<p>High quality writing across the Curriculum*</p>	<p>Early Reading *</p>	<p>E-safety KCSIE document</p>	<p>Annual Safeguarding Training, Prevent Training and Cyber Training</p>	<p>Work - Life Balance, Mental Health & Wellbeing*</p>
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