



Oakhurst Grange School

Curriculum Policy

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Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of Christian values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.



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Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

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Rationale and Aims of the Oakhyrst Grange Curriculum

Oakhyrst Grange School aims to provide a friendly, caring and supportive environment where pupils develop an enthusiasm for learning and the confidence to tackle the challenges of an ever-changing world.

Pupils are encouraged to perform to the best of their abilities. The staff at Oakhyrst Grange School expect high standards of behaviour, with a strong emphasis on courtesy and consideration for others. We welcome all children between the ages of four and eleven and prepare them for a wide range of senior schools in both the independent and state sectors.

We provide an all-round and well-balanced education to help the children to make the most of their abilities and to grow into capable and well-adjusted young people.

The curriculum may be defined as all the timetabled activities that we organise in order to promote learning and personal growth and development. Oakhyrst Grange School is split into three sections, the Early Years Foundation Stage (EYFS), the Pre-Preparatory Stage (Pre-Prep) and the Preparatory Stage (Prep).

Oakhyrst Grange School is an independent school that prides itself on having traditional values:

- We value scholarship and hard work.
- We value participation in sporting and physical activities.
- We value the importance of developing and channelling children's creative talents – particularly through art, music and drama.
- We look to develop higher order thinking skills including critical thinking, problem solving and applying knowledge in new situations.
- We appreciate that as a non-selective school some of our children will have learning differences. This being the case we value the achievements and accomplishments of all of our students.

At Oakhyrst Grange School our curricular objectives are to:

- promote high standards in a lively and stimulating environment through a variety of learning experiences.
- encourage a lifelong love of learning.
- prepare pupils for entrance examinations into subsequent secondary schools.
- create a high standard of learning and achievement through a stimulating environment.
- encourage independent learning.
- enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- enable children to develop a respect for other people, their property and the environment and to care for each other.



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- provide opportunities for spiritual, moral, social and cultural growth development and understanding through lessons, activities, guest speakers or visits and the pastoral care system
- draw on the different cultural experiences of our children to enhance the teaching and learning process and to encourage an understanding of British Values.
- ensure that British Values and the notion of citizenship are evident in the curriculum delivery and content.
- Enable all pupils access to our curriculum by considering the pupils' ages, aptitudes and needs of all pupils
- Ensure pupils' needs are at the core of teaching so that they are able to reach their potential
- provide children with a broad, balanced curriculum that is relevant to their experience and builds on their previous knowledge to ensure continuity and progression
- help pupils develop the following key skills: communication; application of number; digital literacy; working with others; evaluating and improving their own learning and performance; problem solving; endeavour; critical thinking and thinking skills.

Planning and Delivery of the Oakhyrst Grange School Curriculum

At Oakhyrst Grange School our planning takes account of the National Curriculum programmes of study and the aims and requirements of Senior School Entrance Examinations. We also use professional judgement and experience to amend and adapt our teaching delivery as necessary.

Within the school we have an agreed whole school approach to planning which provides a balance between developing consistencies in the planning processes and enabling teachers to work effectively by utilising their particular strengths and interests. We have regular staff meeting and INSET sessions for curriculum discussions to track progress and development of subjects and pupils across the curriculum.

There are three stages in our planning process:

- Long-term planning - Yearly Overview.
- Medium term planning - Planning for each individual term.
- Short term planning – Lesson by lesson planning.

Our long-term planning provides the broad picture of the proposed coverage, including the breadth and depth, within each subject across the year groups across the academic year. These plans illustrate continuity and progression. The aim of the long-term planning is to provide guidance on the content of what is to be taught within that subject throughout the year including key topic areas and skills.

There will be differences in planning across the different subjects although the same proforma is used throughout as a record of information. All medium-term plans provide the following information:



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- Learning objectives including the key knowledge, skills or processes that underpin the learning.
- Activities including a brief description of the task(s) to be undertaken and may include notes regarding cross-curricular links.
- Resources that will enable all pupils within the lesson to access the curriculum.
- Assessment including an outline of when formal assessments will be carried out.
- Learning Adaptations – how activities will be adapted for individual learners where necessary.

Medium term plans are checked by Subject Coordinators annually to ensure that programmes of study are being implemented appropriately and offer constructive advice on teaching strategies, resources and assessment. The subject coordinators also moderate for continuity and progression across the school along side gathering evidence on intended learning. Subject coordinators monitor the effectiveness of the schemes of work and curriculum planning within the subject and ensure that any cross-curricular areas are highlighted, strengthened and developed.

Short term planning is seen as a working document to support the individual teacher in his/her daily teaching. The senior leadership team recommend that short-term planning should highlight the learning objectives/outcomes for each lesson including the activities to be undertaken; the management of adult helpers and pupil groupings (if appropriate), the short term and/or long-term assessment, the time and resources required for the delivery of the lesson content and for the adaptations to delivery to enable all pupils to make progress within the lesson.

Staff are expected to review planning to provide feedback and effective monitoring to progress forwards. Staff are expected to input into Curriculum Review plans.

Progress and Attainment

Parents receive three reports throughout the year, one each term to summarise their child's/children's academic attitudes, behaviour, learning and progress. Parents are invited to two formal parents' evenings where they can discuss their child's development for our teachers. Parents and guardians are freely invited to consult with teachers throughout the academic year in person, on the telephone or via email communication.

Pupils are assessed regularly throughout each academic year to monitor their progress and development. Standardised testing takes place regularly.

Pupils in years 2 – 6 complete GL Assessments in both English and Maths twice a year.

Pupils in years 3 – 6 complete GL Assessments in Science once a year in the summer term.

All pupils in years 2-6 complete CAT4 Testing in the autumn term on a yearly basis.

Pupils in Reception and Year 1 complete GL Assessments in English and Maths once a year in the summer term.

All year 3 pupils complete a Dyslexia Screener test in the autumn term.

Pupils in Pre-Reception and Reception complete Baseline Testing twice a year.

Teaching and Learning

In line with the Independent School Standard Regulations (Part 1, Section 3)

(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;



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Teachers are Oakhyrst Grange School will achieve this aim by:

- creating a varied and exciting curriculum that ignites pupil's passion for learning
- delivering a range of curriculum subjects that bring variety and stimulation
- using assessment and prior evidence to gauge pupils' capabilities
- ensuring all pupil needs are addressed and provided for through regular discussions with the SEND Coordinator
- using support staff to support pupil's in developing their skills, knowledge and understanding
- maintaining ongoing assessment to assess the knowledge and understanding of pupils across the curriculum
- setting high standards of learning and progress in a lively and stimulating environment through a variety of learning experiences.
- providing a diverse programme of guest speakers and educational visits to support pupil progress and development.

(b) fosters in pupil's self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;

Teachers are Oakhyrst Grange School will achieve this aim by:

- creating a positive, safe and inspiring environment in which pupils are motivate to achieve their potential
- challenging pupils appropriately in order for them to develop a curiosity for the world around them
- developing independence of our pupils in order for them to take ownership and responsibility of their learning and development
- encouraging pupils to develop their time management skills both within school and at home
- developing higher order thinking skills including critical thinking, strategising, problem solving and applying knowledge in new situations
- providing opportunities for pupils to work both independently and collaboratively
- adapting teaching styles to deliver learning in a variety of ways
- acknowledging all pupils for their individual progress, achievements and successes
- increasing the use of digital literacy within lessons to enhance pupil's learning
- providing pupils with opportunities to take on roles and responsibilities within the school community

(c) involves well planned lessons and effective teaching methods, activities and management of class time;

Teachers are Oakhyrst Grange School will achieve this aim by:

- planning the delivery of their curriculum areas thoroughly through coherent long, medium- and short-term plans
- demonstrating good subject knowledge and delivering with enthusiasm and clarity
- ensuring all pupils are aware of the lesson objectives and how they can make progress
- resourcing their lessons to ensure all pupils have the opportunity to access the curriculum
- coordinating with the SEND Coordinator to ensure adaptations have been considered and implemented



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(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;

Teachers are Oakhyrst Grange School will achieve this aim by:

- using assessment data to inform planning, preparation and lesson delivery,
- liaising with the SEND Coordinator to ensure all pupil needs are provided for,
- using a range of formative in class assessment,
- following the school's marking and assessment policy,
- ensuring homework is supportive of learning and is marked regularly.

(d) demonstrates good knowledge and understanding of the subject matter being taught;

Teachers are Oakhyrst Grange School will achieve this aim by:

- undertaking regular personal professional development,
- undergoing regular training and INSET,
- being confident in the subject area,
- taking an active and progressive part in the school's appraisal process,
- responding to updates from the Department of Education.

(f) utilises effectively classroom resources of a good quality, quantity and range;

Teachers are Oakhyrst Grange School will achieve this aim by:

- keeping a clear record of all resources readily available for delivery of lessons,
- updating resources as appropriate,
- liaising closely with subject coordinators,
- maintaining an up-to-date Curriculum Improvement Plans,
- liaising with the SEND Coordinator to ensure resources are suitable for all pupil's needs,
- liaising with the Digital Literacy Coordinator to continuously improve the IT provision within lessons and across the curriculum.

(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

Teachers are Oakhyrst Grange School will achieve this aim by:

- assessing the pupils at regular intervals throughout the year following the assessment and marking policy
- participating in regular and continuous formative assessment
- providing pupils with positive and target driven feedback in a timely manner
- using data gathered from assessment to inform planning and delivery of lessons and subject matter
- responding to updated Department of Education frameworks and guidance
- maintaining an open dialogue with parents regarding their child's progress and development



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(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

Teachers are Oakhyrst Grange School will achieve this aim by:

- Following the school Behaviour policy
- Creating class rules that include the children's voice
- Setting clear expectations of behaviour that support the school's values and being fair
- Being punctual to all lessons, duties and professional requirements
- Being reflective practitioners whom evaluate their work
- Adapt teaching styles to respond to pupil needs

(i) does 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; and

Teachers are Oakhyrst Grange School will achieve this aim by:

- participating within school training and personal professional development
- participating in whole school events and initiatives that have been organised to help pupils
- regularly review curriculum content
- promoting diversity and inclusion in lessons and across the school in all aspects of the curriculum
- ensuring the behaviour policy is regularly reviewed and adhered to

(j) does not discriminate against pupil's contrary to Part 6 of the 2010 Act

Teachers are Oakhyrst Grange School will achieve this aim by:

- providing opportunities for all pupils to access the curriculum and extra-curricular opportunities
- to celebrate individual achievements of all pupils
- work closely with families to provide support, guidance and reassurance

Academic Support and SEND

The Oakhyrst Grange School curriculum is designed to provide access and opportunity for all children who attend the school, regardless of physical or learning difficulties, race, ethnicity, gender, religion or sexuality. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. This includes gifted, able and talented children as well as those with specific learning differences.

If a child has a learning difference, the school does all it can to meet these individual needs. If a child displays signs of having a learning difficulty, his/her teacher arranges to discuss his/her needs as detailed in the school's SEND Policy. Similarly, any child displaying a particular gift or talent should be referred to the SEND Coordinator. The school has a register for children with an identified learning difficulty, as well as a register listing gifted and/or talented children. Individual school support plans may be in place which set out the nature of the special need, and outlines how the school will aim to address the need, as well as targets for improvement, so that we can review and monitor the progress of each child at regular intervals.



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The use of the TES Provision Map tool enables all staff to ensure that they are up to date on a pupil's individual needs and access requirements across the curriculum.

Within lessons, pupils can be grouped in a number of ways depending on the subject, activity and purpose of the task. These can vary from whole school assemblies, through to class teaching to small group activities.

Grouping should take account of the nature of the task and the ability of the pupils which may involve a form of adaptation. Groups may, for example, be arranged by:

- friendship
- age
- ability (similar or mixed)
- gender
- prior knowledge and experience
- hobbies and interests

Children are taught in mixed ability classes. Teachers adapt teaching delivery and resources where appropriate. Children with learning differences may work within the classroom, in small groups with a teaching assistant or may be withdrawn for more specialised one to one work.

British Values

The Oakhyrst Grange School curriculum provides a programme of study that enables pupils to be prepared for life after primary school in the British Society. The children develop a range of skills through the curriculum whether this is during assembly time, through the Personal, Social, Economic and Health curriculum or from guest speakers or experiences on school trips and events that prepare them for the opportunities and responsibilities in the future.

At Oakhyrst Grange School we provide a range of opportunities and responsibilities for the pupils to reinforce British Values. These include, but not limited to:

- School Council
- The OGS High Five (respect, independence, resilience, kindness and curiosity)
- Enrichment Programme of Study
- Extra-Curricular Clubs and Activities
- PSHE Curriculum (opportunities to explore choice and how to keep themselves safe)
- Awareness of events including Remembrance Day
- Year 6 Pupil Roles and Responsibilities
- Class Rules / Woodland Rules / School Rules
- Assemblies
- Anti-Bullying Week
- Supporting Local and National Charities
- Behaviour Policy
- IT Code of Conduct



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Enrichment

As part of our rounded education provision, we deliver an enrichment programme of study on a weekly basis. The weekly enrichment programme provides opportunities to extend and invigorate the education provision for our pupils. The aims of our enrichment programme are:

- to provide a holistic experience for all pupils,
- to enable all pupils to experience a 'hands-on' learning experience beyond their regular day-to-day curriculum,
- to regularly broaden the horizons of pupils, allowing them to experience different activities,
- to facilitate an opportunity for all pupils to try new skills, fostering and facilitating areas in which pupils can develop new skills and passions,
- to use all the areas of the school to allow all pupils the opportunity to respect and appreciate their surroundings in a curious learning environment.

To complement our weekly specialised enrichment programme we also provide a host of additional activities that we encourage our pupils to be involved with to add depth to their education experiences. These may include, but not limited to:

- Careers Week
- Maths Celebration Day
- English Celebration Day
- Science Fair
- Classroom Museums
- Parent and PE Sessions
- Art Show
- Class Drama Productions
- End of year Production
- Class Assemblies
- Music Concerts

We have an extremely varied and busy extra-curricular provision that includes activities before, during and after our school day. These activities include sports, music, and curriculum subjects.

Early Years Foundation Stage, Pre-Preparatory Stage and Preparatory Stage

The Oakhyrst Grange School curriculum for the Early Years Foundation Stage (EYFS) is thoughtfully designed around the seven key areas of learning:

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSED)
- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

We deliver the early learning goals through a topic-based approach that incorporates both structured and play-based activities, recognising that young children learn best through exploration and hands-on experiences.



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Pre-Reception and Reception follow a cohesive two-year curriculum. The foundational learning in Pre-Reception is intentionally designed to be built upon in Reception, ensuring continuity and progression. This structure provides a strong and stable foundation for each child's educational journey.

Our EYFS curriculum also includes enriching experiences such as Forest School and cooking sessions, which all children participate in. While play remains central to our approach, we also introduce age-appropriate formal learning activities, particularly as children progress towards achieving the Early Learning Goals.

Planning is carefully tailored to accommodate both half-day and full-day attendees in Pre-Reception, ensuring that all children receive a consistent and high-quality experience. During the first half term in each EYFS class, teachers assess each child's starting point through observation and informal assessment. This helps us personalise learning to meet individual needs. Progress is continuously monitored throughout the year through regular observations and documentation of each child's development.

Formal assessments are conducted at the beginning and end of the academic year in both Pre-Reception and Reception to track progress. In Reception, learning gradually becomes more structured to support a smooth transition into Year 1, ensuring that children are well-prepared to continue achieving their full potential.

Pre-Preparatory Stage

The Oakhyrst Grange School Pre-Preparatory stage follows the broad outline of the National Curriculum and, as an independent school, the schemes of work are developed and adapted as we feel best meets the needs of our pupils. The curriculum is delivered through a topic-based approach, which encompasses the majority of subjects. Teachers work together in a team to ensure continuity and progression.

Preparatory Stage

The Preparatory Stage curriculum follows the broad outline of the National Curriculum and, as an independent school; the schemes of work/termly plans are developed and extended as we feel best meets the needs of our pupils and adapted, as we consider appropriate with particular increasing focus on the 11+ Examination Process requirements.

The School Day

We operate a 'drop and go' service for pupils in Years Reception to Year 6. Pre-Reception children are walked into school by their parents. 8.00-8.10am drop off time for Year 5 and 6 pupils. 8.10-8.20am drop off time for Year 3 and 4 pupils. 8.20-8.30am drop off time for Year 1 and 2 pupils. 8.30-8.40am drop off time for Reception and Pre-Reception pupils.

Time	Session
8.00am	Registration and Form Time
8.45am	Assembly (Mon, Weds, and Fri) Form Time (Tues – DIRT and Thurs – Strategy Games and Critical Thinking)
9.00am	Lesson 1
9.40am	Lesson 2
10.20am	Break



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10.40am	Lesson 3
11.20am	Lesson 4
12.00pm	Lesson 5
12.40pm	Lunch
1.10pm	Break and Lunchtime Clubs
1.50pm	Afternoon Registration
1.55pm	Lesson 6
2.35pm	Lesson 7
3.20pm	End of Day for Pre-Reception and Reception
3.25pm	End of Day for Year 1 and 2
3.35pm	End of Day for Year 3 and 4
3.45pm	End of Day for Year 5 and 6
3.30-3.45pm	After School Care Starts/ Extra-Curricular Clubs Start
4.30/4.45pm	Extra-Curricular Clubs Ends
6.00pm	After School Care Ends

Personal, Social, Economic and Health Education

At Oakhyrst Grange School, Personal, Social, Health and Economic (PSHE) education, including statutory Relationships and Health Education (RSE), is a vital part of our whole-school curriculum. We follow the latest statutory guidance from the Department for Education (DfE), ensuring our provision is age-appropriate and supports children's personal development, emotional well-being, and preparation for life in modern Britain.

We use the Kapow Primary PSHE scheme, a comprehensive, progressive programme that meets all statutory requirements and reflects the needs of our pupils and community. Through a carefully structured spiral curriculum, pupils explore key themes including families and relationships, health and well-being, safety and the changing body, citizenship, economic wellbeing, and transitioning between year groups. Our approach promotes respect, inclusivity, and understanding of diversity, equipping children with the confidence and strategies to make informed choices and build positive relationships.

Digital Learning

Oakhurst Grange School understands the importance of ensuring our pupils leave primary education with the skills, knowledge and understanding to use technology in a safe manner. Pupils are taught how to use devices and technology in a considerate manner with the greatest emphasis placed on online safety. This aspect of digital literacy is delivered in assemblies, lessons, the PSHE curriculum and school workshops and events. Oakhyrst Grange Schools works closely with the parent community and provides termly Online Safety newsletters creating a supportive link between home and school.

Roles and Responsibilities

Oakhurst Grange School is a one-form entry school. The Senior Leadership team consists of the Headteacher, Deputy Headteacher, Head of Early Years and the Bursar. There is a class teacher per year group and there is specialist input for Music, PE, Games, Swimming, Art and Design, French and PSHE.



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The Headteacher will oversee all curriculum delivering, developments and monitoring. The Head Teacher will liaise with the Bursar and Board of Governors to create suitable and appropriate budgets for the Class Teachers / Subject Coordinators to achieve the curriculum objectives. Class Teachers and Subject Coordinators are responsible for resourcing the teaching of the curriculum.

A member of the Senior Leadership Team will manage the curriculum with Curriculum Coordinator responsibility supported by designated members of staff (known as Subject Coordinators) whom will manage each curriculum area. These Subject Coordinators will have the responsibility of managing their specific subject across the curriculum and school and will feed into the Curriculum Coordinator.

Class Teachers will be responsible for overseeing the learning of their class pupils. Throughout the school, some lessons are delivered by subject specialists. These subjects might include: Music, PE, Games, Swimming, Art and Design, French and PSHE.

Class Teachers will be responsible for monitoring, recording and reporting along with Subject Coordinators/Specialists as applicable. At each stage of the curriculum, the teaching will be geared to the specific age requirements of the Class. Assessment will ultimately progress from Early Years Foundation Stage (EYFS) learning goals to Entrance Examinations at 11+. The Curriculum content for each subject area incorporates the National Curriculum. T

The role of SEND Coordinator includes working with class teachers to monitor pupils who need additional support and extends to include pupils who require additional challenge. Where individual support plans are in place, or are needed, the SEND Coordinator will work with the class teacher to implement, monitor and review. See SEND Policy for further detail. All members of Teaching Staff should be fully informed about, and actively involved in, the teaching and/or arranging of learning support. There are Teaching Assistants across all Key Stages.

Curriculum matters and developments are reviewed, discussed and moved forward regularly at SLT and Staff Meetings. Pastoral matters are led by Class Teachers, the SEND Coordinator, the SLT, the Deputy Headteacher and the Head Teacher. SEND matters are dealt with by the SEND Coordinator who also coordinates the teaching activity.

This Policy is subject to regular review.