

Oasis Academy Hobmoor – Our Curriculum Statement of Intent

In line with Oasis' Education Charter, the curriculum is the heart of our academy's educational provision. Through this - and our commitment to an exceptional climate for learning and great pedagogy - we make focused learning the foundation of every lesson. We have designed our curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence. Through our curriculum we will achieve outcomes that drive social mobility and give everyone freedom of choice throughout their lives.

The Oasis ethos and 9 Habits are a foundation stone to the design and delivery of our curriculum. We know that the development of character doesn't happen by chance but by purpose and intention: it is therefore an explicit part of our curriculum. We therefore work hard at preparing our students to be the best version of themselves not just for today but for their futures too.

Our curriculum has been designed to ensure our young people thrive, achieve and flourish. It enables them to understand what it is to be human and equips them for life so that they become kind and model citizens. Our curriculum not only develops our young people academically but socially, emotionally, culturally, physically and spiritually.

Whilst our knowledge-rich curriculum is designed to ensure the very best academic outcomes for our young people using the latest research in how the brain and memory works, it is about so much more than simply securing great results. It is about our academy's determination to achieve excellence with equity and integrity: where we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and there are no limits to the achievement and ambition of our most able.

In our academy this will mean that all children, whatever their background, starting point and life experience, develop a strong grasp of the key learning skills, attitudes and knowledge they need to make an excellent start to secondary education. This will be delivered through the crafted experiences of a stimulating, broad and balanced context-based curriculum that is not restricted to just skills and knowledge for Reading, Writing and Maths.

Our curriculum ethos is based around our 'Aspire' philosophy. This philosophy embeds the need for individuals to become aspirational for their futures. We believe that real education should help us live 'on purpose'. Aspire provokes everyone to think about two questions: Who am I? Where am I going? It is a range of experiences that plant seeds, seeds that will flourish throughout our lives.

These aspirational opportunities and experiences are delivered through an enriching Arts programme, titled 'Every Child an Artist'. This curriculum programme brings the arts in to the academy, allowing for all children to receive exceptional arts teaching from external professionals. Children are taught skills in contemporary dance and drama, visual arts such as painting, textiles and ceramics, digital art which incorporates animation, musical composition and recording using digital media. Showcase events for all of these formats are provided at the end of each term for our community to come and witness and immerse themselves in.

At Oasis academy Hobmoor, we foster a love of lifelong learning. Children across the academy have the opportunity to engage with the natural sciences through a bespoke horticulture programme, in which pupils are taught the skills of horticulture on our very own interactive garden classroom. This programme is in association with 'Roots to Fruit' and the BBC, a partnership which has brought national recognition and awards to Oasis Hobmoor for innovation, through 'the BBC's annual Gardner's World Live exhibition at the NEC.

Our curriculum design is based around the need for our children to not only absorb a rich diet of knowledge and skills, but also to understand the reasons behind their academic studies.

Every child will see themselves as a learner, often referring to themselves and their peers as 'I am a historian' or 'We are scientists'. Teachers impart on to their pupils that there are reasons behind the need to study history, geography and science. Children are able to provide rationales to specific subjects, for example: *"We study geography in order to understand the importance of our interconnectivity with the rest of the world and our role as humans."* Similarly our young people understand the need to study history as it, *"helps us to understand our past, our present and how we can shape our futures"*

For the Early Years

We value the child as strong, capable and resilient: rich with wonder and knowledge. Every child brings with them deep innate curiosity and this drives their interest to understand their world and their place within it.

We believe that every child has a fundamental right to 'realise and expand their potential'. This is a child who is driven by curiosity and imagination, a capable child who delights in taking responsibility for his or her own learning, a child who listens and is listened to, a child with an enormous need to love and to be loved, a child who is valued.

Therefore, we provide a curriculum that is based on real-life experiences, involves the children and most importantly, is planned through careful assessment of their own needs and interests.

We work in this way because high level involvement occurs in child initiated activity. When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment, supported by skillful staff. Planning in the moment helps to make this possible.

The curriculum will also provide opportunities for these children to learn to read and write, develop skills in maths and build the characteristics of effective learning.

The daily schedules are planned to ensure that there is a balance between individual, small and large group activities, child directed and teacher initiated activity and inside as well as outside experiences. Sufficient time is devoted each day to the direct teaching of reading, writing and mathematics, including frequent opportunities for children to practise and consolidate their skills.

Teachers use their interpretations, intentions and goals (social, emotional and academic) to make choices that they share with children. Learning is seen not as a linear process but as a spiralling progression.

We use the Early Years Foundation Stage Profile as a guide to end of reception expectations rather than to define what should be taught.

Our knowledge-rich curriculum and our commitment to the Oasis ethos and Nine Habits is supported by our Trust's policies on Learning and Behaviour for Learning and the work of our National Lead Practitioners and Leads for Learning Innovation.

Our commitment to providing students with a wide range of extra-curricular clubs and activities will add depth and breadth to our provision and allow our students to follow their hobbies and interests outside of the formal curriculum.