



Oxford Millwood School - Curriculum Policy 2026- 2027:

References:

[KCSIE 2026](#)

OMS aims to provide a broad and balanced education for our pupils. This policy touches on our extra and co-curricular provision as well as the academic curriculum.

As a general principle, our academic curriculum extends beyond the requirements of the National Curriculum. At KS4 our pupils prepare for GCSE and Functional Skills examinations alongside some other accredited courses.

This policy is in two sections: the first sets out the overall aims and principles that inform our approach and practice throughout the school. The second sets out details of the curriculum for the different age groups.

Overall aims and principles:

- To offer a broad, balanced and stimulating curriculum
- To take into account the individual needs and aptitudes, and to develop the particular interests of all of our pupils, including those who have an EHC (Education, Health and Care) Plan
- To ensure that, through our curriculum and our approach to teaching and to our extra- and co-curricular provision, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

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- To promote a broad, tolerant and open-minded understanding of the world around us, including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, in extra- and co-curricular activities, or in any other aspect of the school's activities
- To offer a wide range of subjects and, where appropriate, to offer pupils a wide range of opportunities and as much flexibility as we can in teaching and learning
- To ensure a curriculum that offers continuity and progression of learning within and across Key Stages
- To maintain the highest standards of teaching
- To maintain a vibrant and effective learning environment in which pupils are engaged and stimulated both by the curriculum and by the teaching
- To ensure that every pupil is able to achieve to the maximum of their potential throughout the ability range, with effective teaching to account for varying attainment and pace of development and learning
- To provide ample opportunities to stretch and challenge the most able whilst also providing all the necessary support for those who need it
- To make learning an enjoyable experience, and to stimulate curiosity and an enthusiasm for active and independent learning
- To foster the intellectual and study skills and habits on which pupils will be able to draw in higher education and in the workplace
- To ensure that pupils with learning difficulties and disabilities (SEND) and those whose first language is not English are appropriately supported
- To provide personal, social, health and economic education which reflects the ethos of our school, which is appropriate, both in its content and the way in which it is delivered, to the age, experience and needs of the pupils, and which encourages tolerance and respect for others, paying particular regard to the protected characteristics set out in the Equality Act, 2010
- To supplement the taught curriculum by a diverse range of curricular, co-curricular and extracurricular activities that will provide further stimulus, richness and breadth to the pupils' educational experience
- To provide accurate and up to date careers guidance that is presented in an impartial manner, that encourages all pupils to fulfil their potential and enables them to make informed choices about a broad range of study and career options
- To ensure that the educational experience we provide gives our pupils an effective preparation for the opportunities, responsibilities and experiences of life in British society in particular, and more generally in a world that is increasingly global in its outlook.

Actively promoting fundamental British values:

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The active promotion of the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others, including those with different faiths and beliefs, has long been deeply embedded in our school's ethos and in our day-to-day practice, both in and out of the classroom. Full FBV policy [here](#)

A non-partisan approach to political, ethical and religious issues:

A healthy understanding of the world around us is an important part of the educational experience that we want to provide for our pupils. In doing so, the emphasis will always be on open mindedness, tolerance and critical evaluation – encouraging pupils to appreciate that, where moral, ethical, religious or political questions are concerned, there is always likely to be a multiplicity of viewpoints, and stressing the need to respect the views of others. When such issues arise, in subject teaching or in the context of co-curricular or extra-curricular activities - e.g Parliament - we will always ensure that we offer a balanced presentation of opposing views which precludes the promotion of partisan opinions or dogma.

Spiritual, moral, social and cultural development:

We endeavour to provide an environment and ethos in which children and adults can grow and develop in spirituality and where positive attitudes and consistency provide children with good role models, and similarly, older children are expected to demonstrate good behaviour and support to younger children. All children are valued equally whatever their stage of development, and are entitled to maximum success. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration and reflection.

Moral, Social and Cultural Development is promoted through all the subjects of the curriculum through the ethos of the school and through the development of positive attitudes and values.

Spiritual Development:

We strive to support the children in the development of their spiritual life so that through reflection, they will acquire insights and attribute meaning and purpose to personal existence. Children's spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

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Moral Development:

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. We work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or/and behaviour.

Social Development:

This enables pupils to become conscientious participants in their family, class, the school, the local and wider community.

- To relate positively to others and learn about the obligations, constraints and satisfaction that go with being a member of a group or community.
- To become aware of their own identity as individuals and to take account of the feelings of others.
- To participate fully and take responsibility in the classroom and in the school.
- To use appropriate behaviour, according to situations.
- To participate in a supportive way in group and school activities so as to develop cooperative skills that will help all to live with each other.
- To learn what it means to be a responsible citizen.

Cultural Development:

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events e.g. In performances, visits to art galleries and museums, residential trips.
- To share different cultural experiences e.g. visits to different places of worship.
- To respect different cultural traditions through the curriculum and Collective Worship e.g. Chinese New Year.
- To understand codes of behaviour, fitting to cultural tradition (See behaviour Policy).

THE CURRICULUM:

At OMS, we strive to ensure that all our children feel happy and safe. Everyone is valued, respected as an individual and encouraged to persevere, striving to achieve their full potential. All children receive an education that allows equality of opportunity and fosters a love of learning. We focus on removing any barriers which impede learning.

We aim to promote self-confidence and self-esteem and equip pupils with the necessary practical skills for future success. Our School SENDCo observes, assesses and supports where required.

Primary and senior SEND policy [here](#)

EAL is provided where necessary - taking the form of additional 1:1 support or in small groups as appropriate - see EAL Policy [Here](#)

Primary:

All pupils follow a broad and balanced curriculum. Class teachers follow the National Curriculum in the core subjects - English, Maths and Science, linking skills, developmental stages and internal assessment. As we do not undertake National SATs, we have more flexibility to provide a rich, nurturing curriculum. All the teaching staff have QTS or are Montessori trained.

Our Montessori philosophy is also built into the curriculum to follow the children's interests and prepare the environment to meet their developmental needs academically, socially and emotionally. All staff are free of strict teaching guidelines and so can provide an exciting and diverse education. We follow our own curriculum maps in Literacy, Numeracy and Mathematics and Science. These are taught alongside Cultural Studies, which include: Geography, History and Creative Arts and Knowledge and Understanding of the World. Learning is done through project work, in a cross-curricular manner, led by the children's interests. Primary teachers work together to ensure that all children are accessing lessons that are appropriate to their ability. Therefore, sometimes children may join a different group across the Primary classes for specific areas of learning. Timetables are flexible to allow for spontaneous learning to take place.

The teacher is sensitive to the child's way of working so as not to apply pressure or competition. Children are supported to become responsible for their own learning and are encouraged to be self-motivated learners.

The curriculum is enriched by using specialist teachers for Music, Drama, Spanish, Physical Education, Forest Schools and Computing to provide a curriculum that encourages curiosity, creativity, a thirst for knowledge and an enjoyment of learning.

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Outdoor learning and Forest School play a key part in the Primary Curriculum. Each class has an allocated Forest School session each week alongside regular outdoor lessons to take advantage of our beautiful grounds.

In PSHE/Cultural studies, weekly lessons are taught and supported by fortnightly assemblies. Leading through example the teachers demonstrate the values of kindness, respect, resilience, perseverance and compassion. Through relevant topics, the children learn about diversity and how to show respect to other cultures and religions.

Primary aims to educate the “whole child” to be the best version of themselves they can be. We do this by working with their strengths and allowing them to develop them further.

[Link to primary feedback and marking policy](#)

[Link to primary handwriting policy](#)

[Link to primary reading policy](#)

Senior School:

This policy is built on our school beliefs and values: Respect, Kindness and Compassion, Perseverance and Commitment, Creativity and Individuality, Gratitude and Hope. The curriculum is reviewed at least annually by the staff team to make sure OMS is responding to the changing world and the different needs of our cohorts.

Beliefs and Values:

- At the core of our curriculum lies the belief in the potential of every pupil to achieve their best and our commitment to providing an inclusive, supportive learning environment.
- We emphasise the importance of fostering a growth mindset, instilling a passion for learning, and nurturing critical thinking skills.

Aims and Objectives:

- To equip pupils with the knowledge, skills, and values they need to succeed in their chosen pathways beyond Forest Farm School, OMS.
- To foster personal growth, resilience, and a sense of responsibility in our pupils, preparing them for the challenges and opportunities ahead.

KEY STAGE 3:

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Subject Overview:

Maths, English, Science:

These core subjects form the foundation of our curriculum, ensuring pupils acquire essential knowledge, skills, and understanding for future academic success.

PHSEE (Personal, Health, Social, and Economic Education):

PHSEE encompasses a range of topics, including health and well-being, relationships, financial literacy, and citizenship, equipping pupils with essential life skills.

Humanities (Geography and History and Beliefs and Values): These subjects foster an understanding of the world, its cultures, and its history, promoting critical thinking and global awareness.

Art and Design: Art and Design encourage creativity, self-expression, and the development of aesthetic awareness.

Computing: This subject equips pupils with vital digital literacy skills, enabling them to navigate and succeed in an increasingly digital world.

Music, Drama, Sport: These subjects provide opportunities for physical, creative, and emotional expression, promoting teamwork, discipline, and self-confidence.

Modern Foreign Language (Spanish): Spanish is introduced to broaden pupils' linguistic capabilities and promote intercultural understanding.

Enrichment and Co-curricular Carousel: Enrichment activities offer pupils the chance to explore new interests and develop talents beyond the classroom. The co-curricular carousel provides a rotating selection of extracurricular activities, ensuring a well-rounded education.

Teaching and Learning Approach:

Our teaching methods emphasize active participation, inquiry-based learning, and the application of knowledge to real-world scenarios.

Assessment and Progression:

Assessment methods are designed to measure pupils' progress and understanding. These may include formative assessments, end-of-unit evaluations, and project-based assessments.

Inclusion and Differentiation:

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Our curriculum is tailored to meet the diverse needs of all learners, including those with special educational requirements. Differentiation strategies are employed to support each pupil's progress.

Parental and Community Engagement:

We value the involvement of parents and the wider community in our pupils' education, and we seek to foster strong partnerships through regular communication and involvement in school events.

Professional Development:

Ongoing professional development opportunities for staff ensure that teaching practices remain innovative, effective, and in line with the latest educational research.

KEY STAGE 4:

Subject Overview:

English Language and Mathematics:

Forming the cornerstone of our Key Stage 4 curriculum, providing pupils with a solid foundation for further study or career pathways.

Sciences:

Biology, Chemistry, and Physics: Offering an in-depth exploration of the natural world, developing scientific inquiry skills and fostering a love for the sciences.

Computing:

Developing essential digital literacy skills, enabling pupils to navigate and succeed in an increasingly digital world.

Modern Foreign Language (Spanish):

Expanding linguistic capabilities and promoting intercultural understanding.

History: Providing a deeper understanding of the events of the 20th century and the impact of the past on the present, nurturing critical thinking and historical awareness.

Art and Design: Fostering creativity, self-expression, and an appreciation for aesthetics.

Food and Cookery: Equipping pupils with practical culinary skills, promoting a healthy lifestyle and culinary creativity.

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ASDAN: Portfolio based courses offering practical, real-life learning experiences that allow pupils to follow their interests and prepare pupils for the world of work and further education.

Trinity Arts Award: Nurturing artistic talent and creativity, providing recognition and accreditation for pupils' achievements in the arts.

Duke of Edinburgh Silver Award: Encouraging personal development through outdoor challenges, volunteering, and skills development.

Teaching and Learning Approach:

Our teaching methods continue to emphasize active participation, critical thinking, and practical application of knowledge.

Assessment and Progression:

Assessment methods are designed to measure pupils' progress, skills, and understanding, including formative assessments, end-of-unit evaluations, and project-based assessments.

Inclusion and Differentiation:

Our curriculum remains flexible and adaptable to meet the diverse needs of all learners, including those with special educational requirements. Teaching methods, resources and other strategies will be adapted to support each pupil's progress.

Parental and Community Engagement:

We value the involvement of parents and the wider community in our pupils' education, and we seek to foster strong partnerships through regular communication and involvement in school events.

Professional Development:

Ongoing professional development opportunities for staff will continue, ensuring that teaching practices remain innovative, effective, and in line with the latest educational research.

Assessment:

Senior School:

We use a range of informal and formal assessments to assess progress through school, preparing pupils for external examinations in their final year. These include:

- CAT4
- GL Progress Tests
- Low-stakes testing and quizzing

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- End of unit tests
- Internal Mock Exams
- Externally moderated coursework
- Externally verified portfolio evidence
- Functional Skills Exams
- GCSE Exams

Pupils are assessed by an in-school qualified assessor for Access Arrangements or an external assessor with whom we have a long standing working relationship.

[Link to Marking, Feedback and Assessment Policy](#)

[Primary Handwriting Policy](#) (applies to Seniors)

[Reading Policy](#)

Personal Development: Personal, social, health and economic education:

The PSHEE curriculum is broad and wide-ranging and covers personal, health, social, emotional and economic education:

- It is designed to inform, to help develop life skills, to stimulate pupils into thinking critically about moral, ethical and social issues
- to appreciate that different people may hold different views
- to develop the ability to articulate one's own opinions while being able to listen to others and to respect their points of view
- to foster tolerance of other people and lifestyles, with particular regard to the protected characteristics under the Equality Act 2010.

Full PSHEE policy : [Here](#)

Religious Education:

We believe that it is important for young people to gain an open-minded understanding of a range of religious and spiritual traditions as well as investigating social and moral issues. OMS is not associated with any one particular faith or religious belief.

Sex and Relationships Education:

We provide sex and relationships education as part of our age appropriate PSHEE/Science curriculum. Guidance is taken from the Sex and Relationship Guidance (2000), to be replaced by the September 2021 requirements. Our PHSEE curriculum is designed to help pupils to develop

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self-esteem, self-responsibility as well as the understanding and attitudes that will help them to form caring stable relationships. As in other aspects of school life, we aim to offer a broad and balanced view which reflects the nature of the world in which we live and which fosters a respect for the rights, beliefs and lifestyles of other people, reflecting current legislation and paying particular regard to the protected characteristics under the Equality Act 2010.

Physical Education:

All pupils are expected to take part in the Physical Education curriculum. We see this as a crucial part of a child's physical, intellectual and social development. The aim is to encourage participation and skills development through enjoyment and good sportsmanship. All age groups enjoy a minimum of two lessons of Physical Education per week with the option of extra-curricular sport in our lunchtime clubs.

Our Senior pupils also have the opportunity to gain the Duke of Edinburgh's Award scheme and our primary children take part in Forest schools activities.

The Extended Curriculum:

After School Clubs:

Football, gymnastics, craft, wildlife and choir are on offer both during the school day and after school, these are designed to broaden pupils' experience and improve their skills and knowledge. These are flexible and are often dependent upon the interests of the pupils.

Homework:

Homework forms an important part of the extended curriculum. It may involve research, problem solving, the reinforcement and consolidation of learning, and encourages pupils to use their initiative. Homework follows an agreed appropriate timetable.

Primary: Primary children are encouraged to take home a reading book and read aloud to a parent/carer on a daily basis to develop reading and comprehension and above all an enjoyment of reading.

KS3: English, Maths, Science only once a week.

KS4: Homework frequency increases according to the options chosen

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Senior homework is shared with parents, pupils and staff via the use of Google Classroom.

In the senior school, Homework Club is run 4 days/week after school - this is supervised by core subject staff who are on hand to help where required.

Careers education:

Careers guidance, including advice on choosing GCSE subjects and post-16 courses as well as more vocational options, is provided as appropriate throughout the age range. We aim to ensure that such guidance is accurate, well informed and up to date; and that it is delivered impartially, with the aim of encouraging pupils to fulfil their personal potential and helping them to make informed choices about a broad range of career options.

We aim, in our career guidance, to avoid any form of stereotyping, and seek to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers including those that have traditionally tended to have a bias towards the opposite gender. See policy: [Careers advice and education policy 2025-2026:](#)

Work experience:

In KS4 work experience is also an integral part of the extended curriculum. The overall aim of work experience is to contribute to the pupils' education by giving them a foretaste of working life, and helping to prepare them for the opportunities, responsibilities and experiences of adulthood.

Pupils in KS4 are given the opportunity to go out on a one week placement usually in May or after exams. Staff are encouraged to visit pupils on placements. Employers are asked to give us information on pupils' performance which can prove very enlightening.

Reporting to parents:

We value parent's contributions in school and believe that parents or carers are the first educators of their children.

We create regular opportunities to share information with parents about their child's progress either in teacher parent meetings or other appointed times.

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There are two formal parent meetings each year for primary parents to discuss their child's progress.

- A full written report is given for primary parents at the end of the summer term.
- For parents of senior aged pupils there are two parent evenings per year. Senior pupils complete a Friday Review each week - with contributions from both staff and parents. They also receive a full written end of year report.

We aim to be honest about your child's time with us and give you an accurate account, share our experiences and observations of your child's time, behaviour, learning and development.

We will let you know if we feel your child experiences any difficulty with their learning or behaviour which may require some additional intervention.

We aim to work in partnership with parents and have the best interests of your child as a common goal.