

Oakfield School

38. Curriculum Policy



	Date
Agreed by School Governors:	September 2011
To be Reviewed:	July 2017

Oakfield Curriculum

The Oakfield curriculum encompasses all opportunities for learning within the school day. Ranging from timetabled lessons, recreational times and lunchtimes provide valuable opportunities to develop appropriate interactions between year groups, teaching groups and adults. This is central to the promotion of quality relationships, attitudes, appropriate behaviour and the general quality of life.

The Curriculum of Oakfield School:

- guarantees a defined set of educational experiences;
- seeks to achieve a coherent progression between key stages;
- allows for equality of opportunity and the realisation of individual potential;
- allows pupils to achieve within the scope of the National Curriculum;
- seeks to provide, through well-designed schemes of work, a worthwhile educational experience for all with measurable attainment and progression;
- is subject to a programme of audit, monitoring, evaluation and review;
- features in the Performance Management Cycle.
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school

Learning is a partnership between adults in school, parents, students and the wider community. The ethos of the school is reflected in a curriculum model based on experiencing success and helping each student to gain self-respect, self-confidence, self-reliance, self-esteem and the realisation of realistic ambitions.

Curriculum Model

Key Stage 3

At Key Stage 3 all students study English, Maths, Science, Information Communication Technology (ICT), Art and Design, Design and Technology, Humanities (Geography, History and Religious Education), Physical Education, E Safety, Lexia, Maths Symphony and PSHCE.

Key Stage 4

At Key Stage 4, all students study Maths, English, Science, PSHE, ICT (EDCL), PE, Princess Trust (Yr11), Preparation for Working (Yr11) Life and Duke of Edinburgh (Yr 10). In addition to this, all students are expected to study a Humanities (Geography or History) a Design Technology (Resistant Materials or Food). Students are then entitled to opt for up to one of the following subjects Art, Photography or Leisure and tourism. Alternative accredited courses are made available to some students depending on their individual needs. .

Curriculum Team

The role of the Curriculum Team (Senior Teacher, Head of Core and Head of Foundation) is to:

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.

- Support and offer advice to colleagues on issues related to their subject.
- Monitor pupil progress.
- Provide efficient resource management.

Curriculum Monitoring

Effective teaching and learning will arise from a sequence of curriculum audit, evaluation, monitoring and review, which takes place in the context of whole school policy and development planning. Such procedures take account of current trend, legislation, local authority policy and the needs of other students.

We undertake to;

- examine each area of experience in terms of what it is and why we teach it;
- produce a syllabus for each Key Stage which indicates progression between them and beyond
- develop our schemes of work linked to National Curriculum Programmes of Study for NC subjects
- develop our schemes of work linked to local authority and government guidelines for alternative areas of educational provision
- have a clear policy for assessment
- record and report attainment and progress to appropriate audiences at appropriate times.
- Accredite all student achievement under nationally recognised schemes whenever and wherever possible

While we are a school for young people with social, emotional and mental health difficulties, we also have a significant number of students with additional learning difficulties. Pupil's emotional and social progress is monitored using the schools Personal and Social Profile and is supplemented by their IBEC, formulated by school and residential staff, which involve both students and their parents/carers in the planning and target setting process. In addition, within the context of Oakfield School, we will identify those students who are gifted or talented and make every effort to ensure experiences are offered to further develop these attributes.

Personalised Learning Program

For those pupils unable to access a main school curriculum the school will provide an alternative learning programme that can meet their individual needs, whilst still accessing core subjects. The pupils will gain vocational qualifications and all providers are quality assured in order to ensure their suitability and progress.

Teaching Groups

Students are generally organised by ability and social dynamics in Key Stage 3 (5 classes including 2 nurture groups). In Key Stage 4 there are 7 class groups (2 Personalised Learning Programs).

Because of the nature of Oakfield students the number and composition of groups is subject to a variety of issues and may alter at different times of the academic year.

This Policy was reviewed July 2015.

Signed:

Mr Lee Morfitt (Chair of Governors)