

Oakfield School

Curriculum Policy



Reviewed
September 2011
September 2012
September 2013
March 2014

To be Reviewed
March 2015

School Context.

A 35 place residential provision for Oakfield Special School was opened to students on 7th January 2013. Its purpose is to support identified students within the Oakfield cohort that require additional support of a 24 hour curriculum to enable them to engage in learning, achieve and attain. The provision consists of 6 houses. This offers flexibility to meet the needs of different cohorts of students.

As a central part of the school all school policies apply within the residential provision and have been thus amended to take into account the provision. All residential policies have been written specifically for the new school and tie in with the existing policies and ethos of the school.

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.

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 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 within each subject area
- record and report attainment and progress to appropriate audiences at appropriate times.
- Accredite all student achievement under nationally recognised schemes whenever and wherever possible

Key Stage 3 National Strategy

The Senior Teacher will manage the implementation of all strands of the National Strategy and will arrange for suitable INSET when appropriate. The Literacy, Numeracy, Science and ICT coordinators will support implementation across the curriculum in such a way as to promote experiences, which meet the needs of all students in a stimulating and exciting manner. We aim through the use of a variety of teaching and learning styles, to enable students to consolidate and build on skills and knowledge gained, and to present them with new challenges to further stretch them.

While we are a school for young people with emotional and behavioural difficulties, we also have a significant number of students with additional learning difficulties. Pupil's emotional and behavioural progress is monitored using the schools Personal and Social Profile and is supplemented by their IEP, formulated by school 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 Policy.

Pupils experience a rich and varied educational experience through the curriculum and in extra-curricular activities because all provision is suitably adjusted to individual needs’.

The school accepts pupils of all abilities and therefore learning is always tailored to meet the needs of the individual. This unique approach together with small class sizes enables all pupils to achieve their full potential.

All pupils benefit from an education which is tailored to meet individual needs. Pupils follow a broad and balanced curriculum, but within this there is a great amount of parental and pupil choice. Pupils individual needs are recognised and personal learning plans are catered to their strengths and weaknesses. This is to ensure effective progress and achievement in the programme.

Pupils have the options of off-site provision, one to one social and emotional support with the primary aim of curriculum time to focus on English and Mathematics.

As they progress through to Key Stage 4 study, they have choice regarding numbers of subjects studied and at which level. We offer both GCSEs and vocational qualifications which are GCSE equivalent.

Pupils who are particularly able in a subject such as Science may be ‘fast tracked’ and then encouraged to take on further study at a higher level and the school has a well-managed and challenging Gifted and Talented/More Abled programme.

Pupils who require learning support are catered for and their learning is monitored by SLT. All staff are dyslexia aware and teachers use a variety of teaching approaches to overcome this barrier to learning within the classroom. Dyslexic pupils receive examination concessions and individual support is available within the classroom and on a one to one basis.