

# Oakfield School

## 38. Curriculum Policy



	Date	Signature
Agreed by School Governors:	September 2011	
Reviewed/Amended Date:	September 2012	
Review Date:	July 2014	
To be Reviewed:	July 2015	
Review Date:		

## School Context.

A 35 place residential provision for Oakfield Special School was opened to students on 7<sup>th</sup> 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 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.

In some circumstances the behaviour of a minority of students will become so extreme that it presents a risk to other students, staff and/or property. These pupils undertake a Personal Learning Program on the Intensive Learning Support Team. The

Intensive Learning Support Team staff devise suitable and innovative programmes of study, through the use of our off-site provision and support from main school staff, that will maintain a positive educational experience for those students and if at all possible to effect a reintegration. The Intensive Learning Support Team Co-ordinator is responsible for the smooth operation and coordination of these students and the off site provision, working with designated members of staff who provide, collect, mark and assess all work from the pupils on the program.

#### Curriculum Development

Curriculum development is co-ordinated by the Senior Teacher in liaison with the Core Subject, Foundation Subject, Nurture Co-ordinators.

#### 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.