

Oakfield School

38. Curriculum Policy



To be Reviewed:	December 2021
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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.

SMSC

Developing pupil's spiritual, moral, social and cultural awareness is central to Oakfield's Curriculum. As well as dedicated time during tutors the school operates 6 whole school theme days per year. Each theme days offers pupils something different, allowing pupils to explore a topic outside the classroom environment. SMSC at Oakfield benefits pupils in the following ways:

- Students develop their self-knowledge, self-esteem and self-confidence;
- Students distinguish right from wrong and to respect the civil and criminal law of England;
- Students accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Students acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Respect for other people; and

- Respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Pupils' development of SMSC is monitored and tracked via the PSP system.

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, Music and PSE.

Key Stage 4

At Key Stage 4, all students study Maths (Functional Skills and GCSE), English (Functional Skills and GCSE), Science (GCSE or ELC), PSE, ICT (Functional Skills), PE (ELC), Employability (ASDAN). In addition to this, all students are expected to study a Humanities GCSE (Geography or History).

Students are then entitled to opt for up to two of the following creative subjects; Art (GCSE), Health and Social Care (Level 1/2), Product Design (GCSE), Photography (GCSE), Music (Trinity) or Food Technology (ASDAN). Alternative accredited courses at Hull College are made available to some students depending on their individual needs.

Work experience

Pupils in Year 10 undertake work experience in a one-week period during the summer term. The aim of the work experience programme is to prepare the students for the opportunities, responsibilities and experience of adult working life and to offer the following benefits:

- an insight into the world of businesses
- a realistic idea of what a working day involves
- Can relate what they have learnt in school to the world of work.

Outdoor Education

Oakfield School offers pupils opportunities to achieve and develop confidence and self-esteem through hands on learning experiences outside the classroom environment. In Years, 7 and 8 Pupils have the opportunity to access a local allotment.

Year 9 pupils access outdoor education 1 day a week. They participate in a wide range of activities including; climbing, Kayaking, bush craft, mountain Biking and navigation skills. Within these, there is opportunity to work towards national recognising awards such as NIBAS, NICAS and Go Mountain Bike Award. The learning experience are split into hard skills regarding the activity taking place as well as soft skills relating to personal development.

Year 10 students participate in the Duke of Edinburgh Award 1 day a week. There are three levels of programme, which, when successfully completed, lead to a Bronze, Silver, or Gold Duke of Edinburgh's Award. Each award is divided into 4 sections:

- Volunteering
- Physical
- Skills
- Expedition

The aim being these programmes of study is to promote the holistic development of all pupils fostering resilience, confidence, independence and creativity.

College Placements

We work in partnership with Hull College and East Riding College 14-16. This partnership is to provide Key Stage 4 pupils specialist vocational training such as 'Motor Mechanics', 'Construction' and 'Hair and Beauty'. These vocational courses allow pupil to develop essential skills in a chosen career whilst still working towards GCSE's in school. If a pupil wishes to undertake this type of education, a taster day at the college is organised in which the pupil attends and is supported by Oakfield School Staff. Depending on the need of the child depends how long this support is provided whilst the pupil is at college. 14-16 college placements allows pupils to have a clear progression route into further and higher education.

PLP

Personalised provision is for students who struggle to access the full school timetable for various reasons and need a personalised and creative timetable so their individual needs can be met. Personalised timetables need careful consideration prior to implementation and should reflect the specific needs of the pupil. This personalised timetable can be both short and long term depending on the needs of the child

ALP

Alternative provision is educational provision for students who are unable to access mainstream education for a number of different reasons, or who are unsuited to the mainstream provision on offer. The school recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. Moreover, we recognise the need to offer the type of provision that allows some students to achieve their potential outside of what is accessible at Oakfield School. To facilitate this individual learning pathway, Oakfield School works with different local providers (St Patricks and Fast Forwards Vocational Training) to help students who have struggles to reach their potential in a school-based environment to succeed.

We have an Off-Site Provision Co-Coordinator that over sees the quality assurance process supported by the deputy head teacher. The Off-Site Provision Co-Coordinator also has the responsibility for developing links to new providers, building the relationships with their staff, monitoring the placement, relationships between staff and the students, and the quality and standards of the work produced. She also maintains regular contact and communication with parents and provisions. Each student produces a file of evidence illustrating the work they have completed on their offsite placements and both students and staff complete a pro forma to evidence progress made.

Intervention

Pupils may need further support within an area of the curriculum. At Oakfield we offer specific interventions for Maths and English. Pupils are identified for intervention using a range of methods that include data tracking, observations and teacher assessment. It is important to note that children identified for intervention are now always lower attenuating children and may be identified for accelerated progress.

Careers

The careers programme includes careers education lessons via PSE and Employability lessons, careers guidance activities (group work and individual interviews), information and research activities (in the Connexions Resource Centre), work-related learning (including one weeks' work experience), action planning and recording achievement. Careers lessons are part of the school's Personal Development programme and are monitored by the school's Personal and Social profile, as well as externally via the Employability course. Other focused events, e.g. a Higher Education Fair and Theme Days are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

Emotional Wellbeing

Our Emotional Wellbeing Team meet regularly with Educational Psychologist to discuss assessments, planned programmes for individual pupils. Each morning the emotional wellbeing Manager meets up with the Child Protection/Multi Agency Coordinator. The emotional wellbeing team offer various interventions to pupils including:

- Anxiety/ worries
- Bereavement/ Grief Circles
- Anger Management (Crucial Skills)
- Empathy
- Therapeutic Story
- Autism Programme
- Problem Solving Programme
- Time to Talk Programme

- Lego Intervention
- Responsibility and Choices
- Relationships

Virtual baby Programme

The aim of this program is to highlight the changes a baby can make to the young women's and young men's quality of life. The Virtual Baby Programme educates the reality of becoming a 'young' parent. It lends itself to provide a true experience of what teenage pregnancy can entail. Problems such as; sleep deprivation, missing out on social activities, being unsure why the baby is crying, learning how to cope financially as well not having personal time to carry out daily tasks. Another aim is helping our pupils understand and recognise the complexity facing parenthood and how the emotional state can be effected from becoming a young parent. To ensure our pupils can truly appreciate the emotional pressures from parenting our 'Emotional Wellbeing Team' has agreed to support and work alongside the virtual baby project.

Extended days

Extended days can be offered through the residential provision to students who have an identified need for extracurricular activities to develop their social interaction, personal development, emotional well-being and independence and life skills. Bespoke activity programmes focusing on individual needs are be planned, delivered and evaluated by the residential staff. A diverse and enriching curriculum offering a range of activities including off-site experiences, leisure, practical, sporting, problem-solving games, adventurous activities, team building exercises and residential camps. These activities will help develop the necessary holistic skills for more effective learning in the day to day schooling enabling students to access the curriculum that the school offers during normal school hours. The impact of this will be evidenced through the personal social profile of each student and review through the EHCP reviews.

Teaching Groups

Students are generally organised by ability and social dynamics in Key Stage 3 (6 classes including 2 nurture groups). In Key Stage 4 there are 6 class groups (including 1 nurture group and 1 Alternative 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.

Curriculum Team

The role of the Curriculum Team 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;
- 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.

This Policy was reviewed December 2019.

Signed:

Mr Lee Morfitt (Chair of Governors)