



# Curriculum Policy

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### 1 Introduction

- 1.1 The Oakfield School curriculum encompasses all opportunities for learning within the school day. 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.
- 1.2 Our curriculum:
- 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, thorough 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; and
  - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school
- 1.3 Skill development is key within the curriculum as well as a base of solid knowledge to work. Opportunities for students to follow interests within the boundaries of the curriculum are maximised and encouraged.
- 1.4 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.

### 2 Curriculum Team

- 2.1 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 student progress; and

- provide efficient resource management.

### **3 Curriculum Monitoring**

3.1 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 trends, legislation, local authority policy and the needs of other students.

3.2 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.
- accredit all student achievement under nationally recognised schemes whenever and wherever possible

3.3 Whilst 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. Student's emotional and social progress is monitored using the school's Personal and Social Profile and is supplemented by their IBEC, formulated by school and residential staff, which involves 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.

### **4 Curriculum Model**

#### **4.1 Key Stage 3**

4.1.1 At Key Stage 3, all pupils study English, Mathematics, Science, ICT, Art & Design, Design & Technology (which includes Food Technology), Humanities (Geography, History and Religious Education), PE, PSE and Outdoor Education.

#### **4.1.2 By the end of Key Stage 3, we aspire that all pupils have:**

- Increase in knowledge of key literacy and numeracy skills shown through class assessment and formal termly assessments
- Increased engagement and motivation in lessons
- Increased attendance
- Reduced number of incidents (physical management)

### **4.2 Key Stage 4**

4.2.1 At Key Stage 4, all pupils study Mathematics (Functional Skills and GCSE), English (Functional Skills and GCSE), Science (GCSE or ELC), PSE, ICT (BCS), PE (ELC), Employability (ASDAN) and Duke of Edinburgh (Year 10). In addition to this, all students are expected to study a Humanities GCSE (Geography or History).

4.2.2 Pupils are then entitled to opt for one of the following creative subjects; Art (GCSE), Photography (GCSE), or Food Technology (ASDAN). Alternative accredited courses at Hull College, Bishop Burton and East Riding College are made available to students depending on their individual needs.

4.2.3 By the end of Key Stage 4, we aspire that all pupils realise their ambition about:

- Higher education and/or employment – including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.
- Independent living – enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living.
- Participating in society – including having friends and supportive relationships, and participating in, and contributing to, the local community.
- Being as healthy as possible in adult life.

4.2.4 MFL is offered to both Key Stage 3 and 4 pupils as an optional subject run during Tutor Time on a weekly basis.

## **5 Teaching Group**

5.1 Pupils in Year 7 pupils are taught in the Rowan Building, which was purposefully re-designed to create a nurturing environment suitable for the Year 7 cohort.

- 5.2 The Year 7 teaching group is centered on a primary school model with one specific teacher for the vast majority of the teaching time to ensure consistency in approach.
- 5.3 As pupils move into Year 8, they are transitioned into the main building and access the curriculum taught by subject specialist's. The class groups within the main school building (Year 8 to 11) are generally organised by ability and social dynamics. Because of the nature of our pupils, the number and composition of groups is subject to a variety of issues and may alter at different times of the academic year.

## **6 Intervention**

- 6.1 Pupils may need further support within an area of the curriculum. The school offers specific interventions for English and Mathematics with a qualified Teacher.
- 6.2 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 not always lower attaining children and may be identified for accelerated progress.

## **7 Phonics**

- 7.1 The school uses the Read Write Inc. Fresh Start phonics intervention programme. The programme gives pupils who have not yet cracked the 'code of reading' the chance to catch up and become confident, fluent reader.
- 7.2 Pupils learn the 44 common sounds in the English Language and how to sound-blend words over a short period of time, alongside spelling.
- 7.3 Alongside these modules are read with words they can sound-blend, so they get early success in reading. The more sounds that a pupil learns, the greater the range of texts they can read. The 34 modules contain carefully graded stories and non-fiction texts. The texts are natural, amusing, and increase in age as pupil's progress through the modules.
- 7.4 Although this is a primary based intervention (including and up to Year 7), as a school we believe the skills developed on this course will give pupils the ability to build their phonics, confidence and reading ability with texts at an appropriate reading age level for their ability.
- 7.5 If a pupil is identified as needing phonics intervention as part of their, 6-week induction they will be allocated three 1-2-1 interventions sessions per week.

## 8 More Able/Gift & Talented

- 8.1 The school strives to provide a secure and challenging environment that stimulates the development of all pupils, ensuring that no 'ceiling' is put on achievement. The school recognises that there are some pupils who have a very high ability across the curriculum (in comparison to class peers) or who have a talent in a specific area. These pupils must be identified, challenged and supported in order to ensure that their individual needs are met both within and outside of the curriculum.
- 8.2 The heart of good classroom provision is good planning and assessment. Planning for 'More Able/Gifted and Talented' pupils is part of effective differentiation and involves making sure that they are sufficiently challenged by the work set. This may occur at both the medium and short term planning stages.
- 8.3 If extension planning is to be effective, then diagnostic assessment is essential otherwise what is intended to be extension work may be too easy. To support this provision:
- teachers have high expectations;
  - tasks are designed to take account of levels of existing knowledge, skills and understanding;
  - there are planned extension opportunities or open-ended tasks
  - grouping is carefully considered;
  - setting (where appropriate) is carefully considered;
  - differentiated homework may be provided;
  - specialist provision will be considered in particular cases;
  - varied and flexible groupings, sometimes allowing able children to work together, sometimes allowing them to take specific roles in mixed-ability groups;
  - differentiation by task (including differentiated homework);
  - differentiation by outcome;
  - setting individual targets;
  - provision of challenging activities across the whole curriculum; and
  - liaison with partnership secondary schools as appropriate.
- 8.4 The following factors of classroom work will be particularly important for 'More Able/Gifted and Talented' pupils:
- become independent learners
  - organising their own work
  - carrying out unaided tasks which stretch their capabilities
  - making choices about their work

- developing the ability to evaluate their own work and so become self-critical
- carry out research tasks independently

## **9 Outdoor Education**

- 9.1 Oakfield School offers pupils opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences outside the classroom environment.
- 9.2 KS3 pupil's access Outdoor Education as part of their planned curriculum and are working toward the John Muir Award, participating 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 experiences are split into hard skills regarding the activity taking place as well as soft skills relating to personal development.
- 9.3 Year 10 students participate in the Duke of Edinburgh Award one 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 in to four sections:
- Volunteering
  - Physical
  - Skills
  - Expedition
- 9.4 The aim of these programmes of study is to promote the holistic development of all students, fostering resilience, confidence, independence and creativity.

## **10 14-16 College Placements**

- 10.1 The school works in partnership with Hull College, Bishop Burton College and East Riding College 14-16. This partnership is to provide Key Stage 4 pupils specialist vocational training such as 'Motor Mechanics', 'Construction', 'Land based studies', 'Animal Care', 'Food' and 'Hair and Beauty'. These vocational courses allow pupils to develop essential skills in a chosen career whilst still working towards GCSE's/accreditations in school.
- 10.2 If a pupil wishes to undertake this type of education, a taster day at the college is organised where the pupil attends and is supported by school staff. How long this support at college is provided depends on the need of the child. 14-16 college placements allow students to have a clear progression route into further and higher education.

## **11 Spiritual, Moral, Social and Cultural (SMSC)**

- 11.1 Developing pupil's spiritual, moral, social and cultural awareness is central to our curriculum. SMSC benefits our pupils in the following ways:
- They develop their self-knowledge, self-esteem and self-confidence.
  - They distinguish right from wrong and to respect the civil and criminal law of England.
  - They accept responsibility for their behaviour, show initiative, and 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.
  - They 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.
  - Respect for democracy and support participation in the democratic.
- 11.2 Pupils development of SMSC is monitored and tracked via the PSP system.

## **12 Theme Days**

- 12.1 The purpose of the Theme Days is to give our pupils experiences outside of the normal curriculum. Themes are decided each year based on the needs of our pupils at that particular time. Our aims:
- To provide experiences and other opportunities beyond the classroom to develop the identified needs in the EHCPs for the pupils.
  - To provide opportunities to develop and further establish relationships with staff so that the pupils are more confident, comfortable and secure to enable them to feel safe enough to 'make mistakes without fear of reprise, which enables learning.
  - To acknowledge success and achievement beyond classroom learning.

## **13 Careers**

- 13.1 The school is committed to providing a planned programme of careers education, information and guidance for all students in Years 8-11 in partnership with the local Connexions Service.



- 13.2 With the publication of the Good Career Guidance Report in 2014 by the Gatsby Charitable Foundation, and further guidance from the DfE in 2018, the school is committed to ensuring that the eight benchmarks of good practice are in place.
- 13.3 The eight benchmarks are:
- A stable Careers Programme
  - Learning from career and labour market information
  - Addressing the needs of each pupil
  - Linking curriculum learning to careers
  - Encounters with employers and employees
  - Experience of workplaces
  - Encounters with further and higher education
  - Personal Guidance
- 13.4 The school uses 'Compass Plus', an online self-evaluation tool, to assess how the careers support compares against the Gatsby benchmarks and the national average. The school uses the data generated to track progress against the benchmarks over time.
- 13.5 The careers programme includes careers education lessons via PSHE and Employability lessons, careers guidance activities (group work and individual interviews), information and research activities via Connexions, work-related learning (including one weeks' work experience), action planning and recording achievement.
- 13.6 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. Work experience preparation and follow-up takes place in careers lessons and other appropriate parts of the curriculum.
- 13.7 The school has a STEM Ambassador who is a member of the teaching staff who is responsible for raising the profile of STEM within the school inspire a new generation of scientists, technologists, engineers and mathematicians.

## **14 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 an insight into the world of business.

## **15 Extended Days**

- 15.1 Extended Days can be offered to pupils who have an identified need for extracurricular activities to develop their social interaction, personal development, emotional wellbeing and independence and life skills. Bespoke activity programmes focusing on individual needs are planned, delivered and evaluated by the Head Teacher.
- 15.2 A diverse and enriching curriculum offering a range of activities including offsite experiences, leisure, practical, sporting, problem-solving games, adventurous activities and team building exercises. These activities will develop the necessary holistic skills for more effective learning in day-to-day schooling, enabling students to access the curriculum that the school offers during normal school hours.

## **16 Personal Learning Curriculum (PLC)**

- 16.1 PLC is for pupils 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. PLC timetables need careful consideration prior to implementation and should reflect the specific needs of the student. This timetable can be both short and long term depending on the needs of the child.

## **17 Alternative Learning Provision (ALP)**

- 17.1 ALP is educational provision for pupils who are unable to access mainstream education for a number of different reasons, or who are unsuited to the mainstream provision on offer.
- 17.2 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 the school.
- 17.3 To facilitate this individual learning pathway, the school works with different local providers to help students who struggle to reach their potential in a school-based environment to enable them to succeed.
- 17.4 The school has an Offsite Provision Manager that oversees the quality assurance process supported by the Assistant Headteacher.
- 17.5 The Offsite Provision Manager also has the responsibility for developing links to new providers, building the relationships with their staff, monitoring the placements and relationships between staff and the students and the quality and standards of the work produced. They also maintain regular contact and communication with parents and provisions. Each pupil 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.