

Great Oaks School Curriculum Policy



Rationale

Statutory Requirements from September 2014 Every state-funded school must offer a curriculum which is balanced, broadly based and which:

1. Promotes the spiritual, moral, social, cultural, mental and physical development of students at the school and of society
2. Prepares students at the school for the opportunities, responsibilities and experiences of later life

Great Oaks aims to provide a curriculum differentiated to meet the wide range of complex learning needs of our pupils and takes individual differences into account. Our curriculum comprises all of the learning and additional experiences / activities which enable our students to reach their potential.

Aims and Objectives

- To ensure that the curriculum takes account of DFE, LA policies and other non-statutory guidance.
- To ensure equality of opportunity (gender, race, disability, special educational need, economic group).
- To allow for continuity and progression, both within and transitioning between key stages, and particularly on admission to the school.
- To create motivated learners who can embrace challenge
- To ensure that the curriculum:
 - ❖ supports the pupils to acquire the independence skills to meet the opportunities, responsibilities and experiences of adult life;
 - ❖ promotes the spiritual, moral, social, cultural, emotional and physical development of pupils at the school;
 - ❖ enables every pupil to achieve their personal best
 - ❖ develops pupils' self-confidence and self-esteem
 - ❖ sets high expectations for learning
 - ❖ is differentiated to meet a wide range of needs
 - ❖ prepares pupils for the opportunities, responsibilities and experience of everyday life
 - ❖ creates a culture which helps pupils to feel safe and communicate freely about their concerns, believing that they will be listened to and valued.
 - ❖ makes learning an enjoyable and positive experience
 - ❖ includes extra-curricular opportunities which enrich experiences for students and extends learning beyond the classroom; extended school activities such as after school activities, Friday activities and lunchtime clubs

Implementation

To assist in meeting these objectives every pupil should have:

- an Individual Education Plan (IEP) that relates to the learning targets in their statement or last annual review, which is updated every term.
- an education health and care plan (EHCP) or statement of educational needs, reviewed annually in line with statutory requirements.
- access to the National Curriculum (for pupils aged 11 – 16)
- a curriculum that is balanced and matched appropriately for their needs - in some instances this may entail taking advantage of increased opportunities for curriculum flexibility through personalised learning
- an emphasis on literacy, numeracy and communication
- an emphasis on independence and life skills
- opportunities for accreditation in KS4 and KS5

Teachers should:

- share responsibility for delivering the whole curriculum.
- plan for opportunities to deliver literacy and numeracy across the curriculum where appropriate
- share in the responsibility for keeping parents/carers informed about the curriculum being taught
- have high expectations of pupils in terms of their behaviour, learning and achievement.
- Provide opportunities for personal and professional development linked to the curriculum.
- have access to an appropriate range of resources in order to deliver the curriculum including communication resources
- share the responsibility for raising standards throughout the school.

Monitoring and Evaluation

The school is committed to encouraging a reflective and self-critical approach among all staff. The curriculum is monitored through an annual programme of monitoring using a range of differing methods. The effectiveness of aspects of the curriculum will be monitored through:

- External inspections and reviews
- Assessment and attainment of pupils
- Internal Lesson Observations
- Regular moderation of work, assessment and marking
- Subject Folders
- Teacher appraisal
- Working with an external improvement partner
- School development plan
- Governors' meetings and policy reviews
- School Evaluation Projects and Subject Reviews
- Specific discussion at staff meetings
- Feedback from parents/carers at Parents' Evenings/annual reviews, through pupil diaries and via other communications
- Parent and pupil surveys

- School Council meetings and informal discussions with pupils
- Ofsted

Together these form an overall picture of how the curriculum is being delivered and the progress the pupils are making.

This Statement links with all school policies and procedures and all such documents will need to take account of this statement.

Review

Staff, pupils, middle managers, LMT, Governors and external sources of support will monitor the delivery and effectiveness of this policy. The policy will be reviewed in line with statutory changes to the curriculum.

Signed _____

Date agreed by Governors : March 2022

To be reviewed: 2023/2024

Appendix (i) –

Teaching Organisation

Pathways

Children's learning is planned in three Pathways groups

- Pathways 1 – Students with more complex needs, higher dependence needs, severe learning difficulties;
- Pathways 2 – Students with complex social and medical needs working. Students will often be assessed as having a 'spiky profile'.
- Pathways 3 – Students with moderate learning needs accessing Key Stage 1 and above national curriculum areas.

Planning for and grouping of our students fits mainly into these three groups beginning in year 7.

Year 7 (Pathways 2/3) - tutor groups will be taught for the core subjects and some foundation subjects by their class teacher. Other foundation subjects will be taught by subject specialists. This will be reviewed as the groups move up the school.

In order to meet the needs of the wide range of pupils at Great Oaks School, some individuals will also have Personalised Timetables which may include elements of the above but also additional input such as vocational learning, college courses or therapy programmes.

The curriculum is delivered through 5 lessons per day in pathways 3. In Pathways 3, timetabled lessons are delivered through subject specialists. Pathways 2 lessons may be shorter and teachers teach the range of national curriculum subjects with the support and advice of subject specialists. In pathways 1, subjects are integrated into the thematic and sensory approach of IMPACTS.

The curriculum will be delivered through Key Stages. Planned learning experiences will be provided for at least 25 hours per week in each key stage.

Key Stage 3

At Key Stage 3, all pupils will study the following subjects:

English

Mathematics

Science

Design and Technology

Computing

History

Geography

Languages

Art and design

Music

Physical Education

Citizenship

PSHE, personal and economic well-being including SRE, drugs education, enterprise activities and careers education.

Religious education (local agreed syllabus) – this is taught through themed days planned throughout the year for the whole school to participate in. Pupils are taught in class and tutor groups.

Modern Foreign Languages (MFL) – An international week is held once throughout the year with additional cross-curricular links through all subject areas.

Pathway 3 students have one 40 minute tutor session each morning. Themes of the week (citizenship based), PSHE and Reading are a focus of this time.

Key Stage 4

At Key Stage 4, most pupils will study the following subjects:

English

Mathematics

Science

Technology (choice of food technology, computing and DT where appropriate)

Physical Education

Citizenship

Careers

PSHE

ASDAN Towards Transition Challenge AND Bronze/Silver Award

The Arts (choice of drama, art or music where appropriate)

Geography

History

Religious Education

Physical Education

PW3 Students have options which are being monitored and may be changed year to year.

Post 16

The Post-16 curriculum aims to provide opportunities and experiences that enable students reach their full potential and gain appropriate experiences and qualifications that cater to individuals' interests, needs and abilities; while increasing their individual life-skills, self-confidence and communication. There are 3 distinct Pathways in the Post 16 curriculum, with a different emphasis in each pathway. A group of students are taught off site in a purpose built building "The Lodge" based at Down to Earth Community Farm. Some Post 16 students also have the opportunity to work at our Café run in conjunction with a company called Groundworks. All students follow partially personalised timetables, so groupings change throughout the day, week and term dependant on activity, individual ability, need and interest. Student's achievements will be accredited through Asdan's Personal Progress qualification, the Arts Award and some are working on their D of E. Post-16 curriculum includes the following 4 areas of study:- Key personal skills –covering communication & literacy, numeracy & cognitive skills, and PHSCE with a focus on relationships, own interests/skills & social skills

Leisure skills including swimming, opportunities to exercise, try new activities, all aspects of the Arts and learning skills to self-occupy

Life-skills – including cooking, shopping, domestic skills, personal hygiene and health & safety

Vocational skills –students have opportunities to experience and learn about the world of work and gain skills. All students take part in sessions at Down to Earth farm, help around school, and have the opportunity to find out about different jobs, also take part in D.I.Y & gardening sessions. Students will where appropriate have opportunities to

complete work experience placements. All aspects of the curriculum are taught with an emphasis on real life skills and to help prepare them to be safe, responsible adults, able to behave appropriately in a variety of situations. To support this aim all students undertake regular Community visits.

Preparation and visits to prepare for transition after Great Oaks, form an important part of the timetable especially for the leavers.

Personalised Timetables

Some pupils at Great Oaks are given Personalised Timetables to help meet their individual needs. Timetables can involve working with outside agencies, moving across key stages or replacing certain subjects. These timetables are often put in place to help improve pupil's behaviour or attendance. However, there are pupils that are given personalised timetables to help them achieve highly in areas that they excel in. Some of the personal programmes may be taught at our satellite unit, Harcourt Road.

Curriculum Models

The Headteacher and Assistant Headteacher will be responsible for ensuring that all legislative requirements are met and that responses are made to relevant guidance.

LMT will meet formally to discuss the curriculum structure. They will also ensure that they:

- advise the school's staff of any legislative requirements or other issues requiring response.
- offer teachers the opportunity to make submissions for any proposed curriculum changes.
- consider, monitor and review the curriculum structure on a regular basis.
- offer teachers an opportunity to discuss the school's curriculum map and outline any requests they may have in terms of timetable structure. (It should be noted that whilst all reasonable efforts to fulfil such requests will be undertaken the school's Deputy Headteacher, in consultation with the Headteacher, will need to consider such requests in the context of their impact on the overall timetable and may in some circumstances be unable to meet requests.)
- consult and gain the approval of the Governors on a proposed model for curriculum structure.
- undertake staffing plan(s) based on proposal(s).
- construct a timetable to implement the agreed curriculum models.

Assessment, Recording and Reporting

Detailed arrangements for assessment, recording, reporting and target-setting are set out in separate policies.

Curriculum Content

Teachers will be responsible for ensuring that schemes of work are in place for their subject areas. Schemes of work will conform to national curriculum requirements and school policies and take account of Dfe and other guidance.

Enrichment Activities

The school welcomes and encourages a broad range of extended school activities including:

- ❖ Extra-Curricular activities, such as clubs, trips, music/drama/art events, sports fixtures
- ❖ The Friday afternoon activity curriculum which offers a range of experiences and new skills to pupils across key stages and ability groups within school. Students receive certificates for all clubs they have taken part in.
- ❖ Opportunities for pupils to take responsibility through the School Council and at other events as appropriate.
- ❖ Opportunities to take on responsibilities
- ❖ A range of supported lunchtime clubs including football, softplay, ICT, music, art, and drama
- ❖ Help and support with developing social skills at lunchtimes.

The Great Oaks Guarantee outlines 12 key enrichment activities that all pupils will get the chance to experience during their time at Great Oaks

