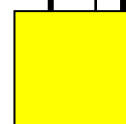
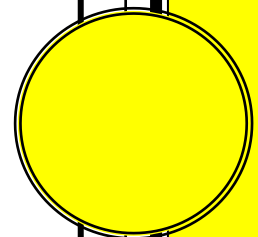




GREAT OAKS
Year 7 Curriculum



GREAT OAKS CURRICULUM

The Curriculum Strands

Great Oaks Students access a foundation curriculum in year 7, they will then go on to access either a Pathways 1, 2 or 3 curriculum. The year 7 curriculum is very similar in structure to both Pathways 1 and 2 curriculums depending on the need of the students. Some students may have a more personalised timetable and may access a combination of Pathways within their class. All three curriculums offer access to the full national curriculum. Each curriculum consists of 6 x 40 minute lessons which follows a weekly timetable. The first 40 minutes of every day is spent with class teachers/ tutors following weekly themes, life skills, communication and social skills.

Year 7 Curriculum

2019 – 2020 – six groups – 3EW, 3MP, 3GB, 3FP, 3CR and 3HC the latter two classes follow a Pathways 1 curriculum

Year 7 follow a formal curriculum - Students working from GO6 – GO12+. They have the consistency of being class based, typically 8 – 12 students, but 3MP and 3FP travel to some subject specialist teachers; 3EW and EGB are mainly taught by their class teachers. Their support staff will travel with the group.

Student need includes severe to moderate learning difficulties; emotional, social and behavioural difficulties often linked to autism, ADHD and medical needs and conditions. Some students may have additional social and / or health needs, including mental health needs.

The curriculum encourages independence, social skills and promotes increased opportunities for communication and interaction with a range of staff and peers. It also allows some students to access some specialist teachers and resources, including subject specific classrooms. Year 7 teachers work closely together to plan and deliver the year 7 curriculum.

Students come from a range of provisions into Great Oaks School. These range from both primary and secondary mainstream, special school and independent specialized settings. Each student experiences a nurturing year 7 curriculum, mainly taught by year 7 class teachers but also accessing PE, Music, Computing and Technology with subject specialist teachers. This is with the added continuity of their support staff accompanying the groups to all lessons. After year 7 students will move on to access either PW1, 2 or 3 curriculums. Informed and joint decision making, based on progress, need and knowledge of the students, will see them placed into one of these curriculums. Students will be prepared to access accreditation in years 10 and 11. Our intent is that every student will achieve their maximum potential. Students will be prepared for moving on at the end of year 11 into Great Oaks and into secondary mainstream colleges, as appropriate.

A range of interventions are used to support students on their curriculum journey as needed. Students across the school have these on offer

- ✚ Vocational 1:1
- ✚ TEACCH
- ✚ Intensive interaction
- ✚ Sensory Occupational Therapy
- ✚ Signalong
- ✚ Speech and language therapy- TALKABOUT
- ✚ Literacy and Numeracy interventions
- ✚ ELSA
- ✚ Wellbeing – including Magic Breakfast
- ✚ SNAP
- ✚ SALT
- ✚ OT / PT
- ✚ Attention Autism

Implementation

The Curriculum Areas - Year 7 students access the full range of the curriculum, including for some groups, regular weekly out of school trips to local shops, cafes and parks and for most, weekly swimming.

The Curriculum Strands - Students access a range of subjects.

Each of these subjects falls within one of the categories below.

- ✚ Core Skills (English, Maths, Communication – Signalong, Drama)
- ✚ Technology (Design Tech, Food Tech, Computing)
- ✚ World Studies (Science, History, Geography, RE)
- ✚ Leisure (PE, Friday activities, Swimming, Dance)
- ✚ Arts (Music, Art)
- ✚ Skills for Life (Independence Skills, PSHE, Citizenship)
- ✚ Personalised Learning (Vocational, Nurture, Personalised timetables, Specialised settings)

Curriculum Coverage

	<i>Core Skills</i>	<i>Technology</i>	<i>Leisure</i>	<i>World Studies</i>	<i>Arts</i>	<i>Skills for Life</i>	<i>Personalised Learning</i>
<i>KS 3 Year 7</i>	<i>4 x English 1 x Signing /SALT 4 x Maths</i>	<i>2 x DT/FT 2 X Computing</i>	<i>4 x PE inc. Dance / Swimming 2 x Friday pm</i>	<i>2 x Science 2 x Hums 1 x RE day per half term</i>	<i>2 x Music or 1 x music therapy 2 x Art</i>	<i>1 x PSE 5 x tutor Citizenship</i>	<i>Access to 1:1 as needed</i>

EHCP Links	Strands	Subject areas	Provision, Skills, Knowledge Content
Physical Development Social and Emotional Development Communication Independence Cognition and Learning	Core Skills	English, Maths, Drama Taught by their class teacher	<ul style="list-style-type: none"> ✚ Functional skills ✚ Understanding and using cause and effect ✚ Problem solving ✚ Literacy and numeracy
	Communication	Communication	<ul style="list-style-type: none"> ✚ Signalong use ✚ SALT, symbols, schedules, key words and sentences ✚ Colourful Semantics ✚ Mini bus trips ✚ EAL Intervention
	Technology	Design Tech, Food Tech, Computing Taught by subject teachers	<ul style="list-style-type: none"> ✚ ICT- Computers/ Ipads/ Sensory Room ✚ Cooking/ Diet/ Health ✚ Design using Plastics; Wood Metal
	World Studies	Science, History, Geography, RE – Taught by class teachers	<ul style="list-style-type: none"> ✚ Faith ✚ Safety awareness through scientific knowledge ✚ Local and wider community awareness ✚ Wider national and world issues- environment
	Leisure	PE, Friday activities, Swimming, Dance	<ul style="list-style-type: none"> ✚ Community awareness ✚ Being able to swim and be safe in and near water ✚ Being active
	Arts	Music, Art	<ul style="list-style-type: none"> ✚ Peripatetic instrumental lessons ✚ Music ensemble ✚ Performing ✚ Music technologies ✚ Arts Week ✚ Drama- School shows
	Skills for Life	Independence skills, PSHE, Citizenship	<ul style="list-style-type: none"> ✚ Independent Learning Skills ✚ Independent travel ✚ Prep for life ✚ Personal care ✚ Keeping safe ✚ RSE

	Personalised Learning	Timetables accessing subject specialists and rooms Based with a tutor/ SSA x 5 x 40 minute sessions per week Vocational learning Asdan courses	<ul style="list-style-type: none"> ✚ Relationships with self, other children and adults ✚ Self-awareness ✚ • Self esteem ✚ • Likes/dislikes ✚ • Social communication ✚ • Social understanding ✚ • Thinking positive and being ✚ • Independent travel ✚ • Self-control ✚ Independence ✚ • Making vocational choices ✚ • Empathy ✚ • Smiling/body language ✚ • Relationships ✚ • Understanding emotions and triggers.
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Enrichment Activities

Educational trips are used to enhance student learning and experiences. This may include regular weekly trips to support both the curriculum and social skills.

Friday afternoon activities are utilised as an opportunity to develop personal interests and hobbies, and to mix with a range of students out of their pathway and year group

These skills are reinforced so that they may become transferable later on in life

Opportunities to represent the school in a range of sporting and arts activities

Teaching and Learning

Staffing

Students are staffed from between 10 to 12 students to 3 staff in Year 7, PW1 Year 7 groups will have a higher staff: pupil ratio. A year 7 Manager, currently Ilda Ourique, oversees the pastoral and day to day care of the group. This includes preparation for transition from primary settings and into Great Oaks. At least 3 transition visits into Great Oaks, visits to the students primary setting and a new parents evening are organised to aid the move from year 6. This is supported through the year 7 teachers and support assistants and extended management team. Students are also supported through external professionals- Occupational Therapist, Speech and Language Therapist, Sensory Occupational Therapist, CAMHS staff, JIGSAW social workers and parent support professionals, as needed on a 1:1 basis.

Everyone who works with students in year 7 has the skills to support students to achieve their potential in terms of transitioning from year 6 and into the life of the Great Oaks School. Staff can identify needs and ensure that each student is on the right track for encouraging independence, life and social skills and for transitioning on to the correct pathway for year 8.

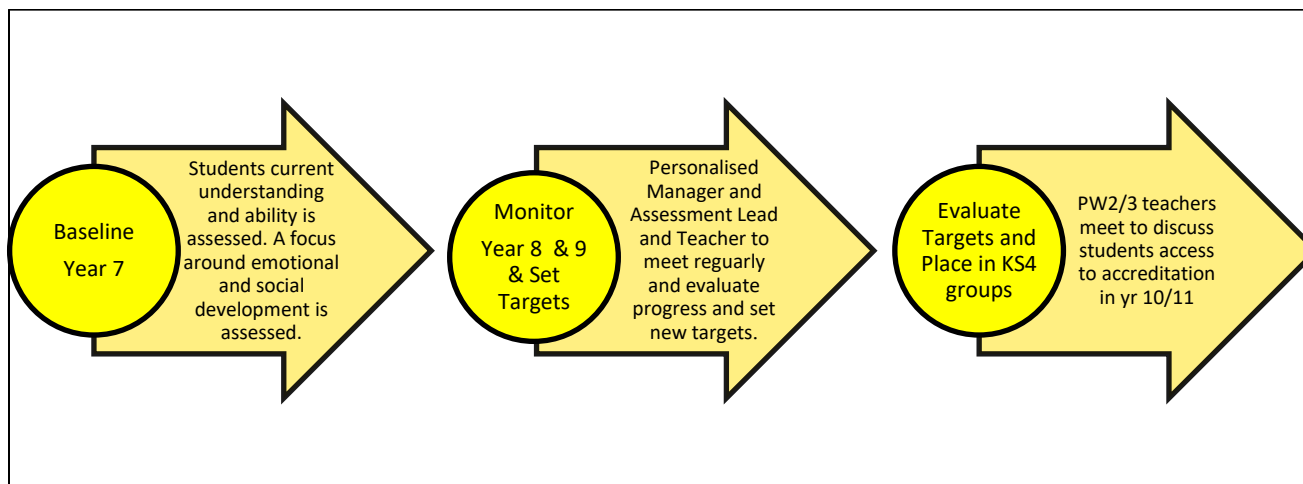
Planning

Subject specialists plan and deliver the curriculum across the curriculum strands. Year 7 teachers have weekly meetings and also work with subject teachers to adapt and to differentiate the curriculum and planning. Each curriculum area is differentiated for students to be able to access and to take into account any learning difficulties or associated problems. Staff follow long term and medium term plans which incorporate weekly planning. Planning is based on the national curriculum, but communication, social skills, confidence and independence are also taught through the curriculum.

Learning Environment

The year 7 curriculum takes place mainly in year 7 classroom bases, but also in some of the specialist subject areas using subject specialist equipment and with access to subject teachers. This may vary from 10% to 40% of their curriculum time. Support staff assigned to the group will travel with the class where they move from room to room. Year 7 classrooms are well organised and adapted to meet the needs of Year 7 students with adaptations put in place as appropriate.

Assessment



Goal and target setting is centered on a student's Educational Health Care Plan. Students have individual educational targets each term which are based on outcomes from the EHCP. These targets are reflected in curriculum delivery. Students work on these in their English and Maths lessons specifically around literacy and numeracy targets but also in tutor session and other relevant lessons. Year 7 Teachers set student targets linked to EHCP outcomes and continually assess this progress. During the first term at Great Oaks there is a great emphasis on transition and ensuring that students settle into new routines, social situations and understanding rules and expectations in their new setting. Assessment levels from previous schools, where available and relevant are used initially but formative and summative assessment using the Great Oaks

internal framework (Earwig) is used to determine the academic levels students are working on. Baseline diagnostic testing is used annually in Reading, Phonic stages, Spelling and Number where students are working at the appropriate levels. The ongoing measurement of progress is individualised and determined by Year 7 teachers and intervention support. Students are placed in Pathways 1, 2 or 3 in year 8, depending in part on the progress made from baselining in year 7 and identifying the most appropriate pathways linked to expected outcomes in year 11.

Student Achievement

Student achievement is captured through lesson feedback, Class Dojo reward points, weekly raffle tickets for assembly, student of the week certificates, evidence on Earwig Academic and regular communication with parents and other professionals. Yearly reports are completed and parents are met with twice a year for parents evening.

Transition

Transition into different Pathways from year 7 is managed by an initial meeting with the year 7 staff and Pathways managers to look at need. Students have the opportunity to spend a day in their new class in the summer term, if further or extended transition is needed this will be planned for individual students. The transfer to Pathways 2 is closely monitored by the Pathways lead, class tutors and subject teachers.

Family Engagement *The Education Endowment Foundation's report on 'Working with parents to support children's learning' emphasises the importance of parent engagement and the clear link to students academic progress.* Communication and an open dialogue about home and school issues are vital for all students. Parents are encouraged to use Class Dojo to contact class tutors for everyday messages and queries. They can phone or email school. The Pathways manager liaises with families and manages other queries, especially around behaviour and curriculum. Class and subject teachers contact parents regarding subject specific issues around accreditation, school visits and any other general subject specific needs, including homework

