



**Oak Tree
School**

Curriculum Policy

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Owner	Mike Deacy

Document History

Version	Comments/amendments	Name	Date
1.0	2014 Issue	Mike Deacy	Feb 2014
2.0	2016 issue	Mike Deacy	Feb 2016
3.0	2017 Issue	Laura Horne	May 2018
4.0	No adjustments necessary as policy is still relevant and up-to-date.	Laura Horne	Jan 2019
5.0	2019 Issue – no changes made	Mike Deacy	Jun 2019
6.0	2020 issue – changed to incorporate the new curriculum intent statements, curriculum overview and faculty updates	Laura Horne	May 2020
7.0	MDE added PSHE faculty	Mike Deacy	Feb 2021

What is the INTENT of our curriculum?

All staff at Oak Tree school are committed to delivering “**the best education for every child**”. The aim of our broad and balanced curriculum is to ensure children leave our school with tolerance and respect for others, emotional resilience, good social skills and the best outcomes possible.



Our ambitious curriculum has four goals and is designed to help our children to;

1. **maintain positive and healthy relationships so they can socialise with others well and experience lifelong friendship and love.** We know that this will help raise self-esteem and lead to a more positive outlook on life, thus helping to ensure the best future outcomes.
2. **become emotionally resilient.** Prior to joining us our children have found it difficult to understand and regulate their emotions, often leading to behaviour that has challenged. This has led to them being unsuccessful in previous educational placements. It is our ambition to support and educate our children so they are able to regulate their emotions and behave in a way that allows them to be successful in the future. When children leave Oak Tree school we want them to understand their emotions and how best to manage them positively.
3. **become tolerant and respectful individuals** who will not undermine fundamental British values, including democracy, the rule of law and individual liberty.
4. **achieve the best possible outcomes.** We know that this is different for every child that attends our school. It is our ambition to ensure ALL learners develop detailed knowledge and skills across the academic, technical and vocational curriculum and therefore achieve the very best results. Careful baseline assessment of each child allows us to create differentiated provision with high expectations for every learner – the leadership team are unwavering in trying to help children secure their very best. We know that this will help our children move

on to the best post 16 destinations available to them. We are committed to ensuring our children leave Oak Tree school ready to access either;

- the highest level of post 16 education possible appropriate to their ability, interests and aspirations
- relevant and considered employment and/or training that broadens horizons.

Foundation Curriculum (KS1, 2 &3)

The skills learnt in our foundation curriculum prepare our children for KS4 (Options Curriculum). The curriculum at KS1, 2 & 3 (foundation Curriculum) includes, English, mathematics, science, physical and outdoor education, computing, art and design, design and technology, geography, history, religious education, music, languages (via termly cultural weeks), relationships and health education.

Options Curriculum (KS4)

In KS4 all children will be offered options alongside a core curriculum of English, Maths and Science, physical and/or outdoor education, citizenship and relationships & health education. Students will get the opportunity to choose from a range of vocational, technical and academic qualifications including (but not limited to);

- GCSE in English, Maths, Science, Art, Citizenship, DT, History, Media Studies, Sociology, Textiles
- BTEC Awards/Certificates in Vocational Studies – following a choice of pathway – Caring for Children, Home Cooking Skills, Sport and Active Leisure, vCert in Graphic Design, Young Enterprise Project, Junior Sports Leader Award
- Arts Award at Bronze or Silver Level
- ASDAN Short Courses
- Duke of Edinburgh Bronze Award

Oak Tree School Faculties

To help ensure that we offer the BEST education for every child, Oak Tree School has established nine faculties of education within the school, each with a Head of Faculty, who oversees the provision for that faculty, and ensures that the planning allows for clear sequence and progression in the knowledge, skills and understanding required for success in each subject that falls under their faculty. The faculties at Oak Tree School are as follows (lists of subjects are not restrictive):

- Maths
- Science
- English – encompassing an overview of reading across the school, literacy, speaking and listening, media and both English Literature and Language GCSEs
- PSHE – encompassing PSHE, sociology, citizenship and relationships education
- The Arts – encompassing art, music, drama and dance

- Technologies – encompassing design and technology, catering, computing and graphic design
- Sport and fitness - encompassing PE
- Outdoor Education – encompassing outdoor education and Duke of Edinburgh award
- Humanities – encompassing history, geography, RE and SMSC

Each faculty has a Faculty Handbook, which is shared with all staff working within the faculty, and is available to students, parents, careers and other professionals as required. This handbook clearly lays out the intent of the curriculum for each subject within the faculty, as well as how the faculty plans to implement this.

Each faculty handbook also lays out clearly the sequence and progression of the curriculum from the Early Years Foundation Stage, through to Year 11, clearly identifying the key objectives at each stage of a child's education whilst at Oak Tree School.

How do we measure the impact of our curriculum?

At Oak Tree School staff use an online platform called SOLAR (Special On Line Academic Records) to record student attainment and assessments across all subjects taught at the school. This system uses the Oak Tree Steps Assessment Framework. Oak Tree Steps covers a broad range of ability, from the 'Foundation Learning Skills' (FLS) that cover Early Years education, through to the main 'Steps' curriculum that takes students from year 1 through to year 11 and GCSE criteria, broadly in line with the National Curriculum. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the curriculum, and to ensure that learning builds upon prior attainment.

Each Step of the framework represents the corresponding academic year – so a child working on Step 5 would be working broadly in line with students in year 5 at a mainstream school.

The expectation for progress for students is that they will cover 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step.

Within the framework, students are assessed at three levels against each objective – emerging, developing or secure. Teachers use their judgment and evidence from work completed to assess student progress. Our expectation is that no child is judged to be secure in their knowledge of an objective until there is a minimum of three pieces of evidence of them completing the given skill, with an appropriate degree of independence.

All assessments recorded by staff are subject to both internal and external moderation practices. As well as Heads of Faculty continuing to strengthen local partnerships for moderation, the SOLAR system also allows all staff to send evidence files out to all other SOLAR schools for moderation, and are encouraged to complete this at a minimum of once per term.

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes, Functional Skills, ASDANs and Entry Level Qualifications. The aspirational goal for all students is that they leave with GCSEs, or the highest level of appropriate qualifications they can access, within their areas of interest and ability.

Meeting Additional Needs

All pupils attending Oak Tree School have a Statement of Special Educational Needs related to social, emotional and communication difficulties and associated challenging behaviours that have proven too severe to have been successfully addressed within mainstream schools.

Specialist support for the children and young people, through both the delivery of the programmes of study and personalised learning programmes, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Person Centred Counselling or Cognitive Behaviour Therapy for example. The curriculum is delivered by qualified, skilled, empathetic and experienced staff operating in a warm, safe, nurturing and state of the art learning environment.

Where individuals require additional support in learning and behaviour it is highlighted on the 'Student Passport'. This document identifies classroom strategies, curricular targets, behaviour targets and trigger points. They are child-centred documents and are updated half termly after having structured conversations with the pupil. Any specialist intervention will focus on specific areas of difficulty, identifying appropriate strategies, assessment methods and time scales for evaluation.

The school believes that it is of particular importance that all who work within the learning environment develop positive relationships. Thus all those involved in course delivery, management of pupils and the provision for individual needs work together to ensure learning. This will include not only staff from the school and the pupils themselves but also parents/carers and external providers such as college, work experience placements, etc.

Social, Moral, Spiritual and Cultural Education

At Oak Tree School we are committed to developing our students Social, Moral, Spiritual and Cultural Education. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson observations and monitoring of planning and the curriculum where appropriate. All staff at Oak Tree School, and visitors, will be regularly reminded that it is inappropriate to share partisan political views with any students or their families. Any breach of this will result in disciplinary action being taken at an appropriate level.

Fundamental British Values

Oak Tree School actively encourages pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at Oak Tree School, however are also explicitly taught through assemblies, PSHCE and through the students taking an active role in the school council.

Specifically, we aim to ensure that pupils have an understanding and knowledge of:

- How citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government

- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviours
- An understanding of the problems of identifying and combating discrimination

Appendices

Appendix 1 – One-page Curriculum Overview

Appendix 2 – What does excellent teaching and learning look like

Appendix 1 – One-page Curriculum Overview



OTS Curriculum 2019-20

INTENT	<p>Curriculum Intent: All staff at Oak Tree school are committed to delivering “the best education for every child”. Our ambitious curriculum has four goals and is designed to help our children to; maintain positive and healthy relationships so they can socialise with others well and experience lifelong friendship and love; become emotionally resilient so they are more able to understand and regulate their emotions and behave in a way that allows them to be successful in the future; become tolerant and respectful individuals who will not undermine fundamental British values, including democracy, the rule of law and individual liberty; achieve the best possible outcomes so ALL learners develop detailed knowledge and skills across the academic, technical and vocational curriculum and therefore achieve the very best results and post 16 destinations.</p>																																					
	<p>OTS Community Expectations: Be thoughtful and follow instructions carefully Everyone should be respectful and tolerant Show good manners at all times Try your best, always</p>	<p>The 4 Goals of our curriculum are designed to help ensure our children;</p> <ol style="list-style-type: none"> maintain positive relationships – developing social skills become emotionally resilient – understanding and regulating emotions & building positive coping strategies become tolerant and respectful individuals – following Oak Tree School community expectations achieving the best possible outcomes – always doing your best 																																				
IMPLEMENTATION	<p>Curriculum: Oak Tree school split their curriculum into a Foundation (KS2 & 3) and Options curriculum (KS4). The skills learnt in our foundation curriculum prepare our children for KS4 (Options Curriculum). There are eight faculties of education within the school, each with a Head of Faculty (HOF). The faculties are; English (encompassing an overview of reading and literacy across the school), Maths, Science, The Arts, Technologies, Sport and fitness, Outdoor Education and Humanities.</p>																																					
	<table border="1"> <thead> <tr> <th colspan="2">Foundation Subjects</th> <th colspan="3">Extra Options Subjects</th> </tr> </thead> <tbody> <tr> <td>English</td><td>Geography</td><td>Citizenship</td><td>Global Perspectives</td><td>Construction</td> </tr> <tr> <td>Maths</td><td>History</td><td>Sociology</td><td>Media Studies</td><td>ASDAN</td> </tr> <tr> <td>Science</td><td>PSHE</td><td>Textiles</td><td>Performing Arts</td><td>Child Care</td> </tr> <tr> <td>PE</td><td>Computing</td><td>Catering</td><td>Land Based Studies</td><td>Sports Leader</td> </tr> <tr> <td>Art</td><td>RSE</td><td>Arts Award</td><td>Young Enterprise</td><td>Graphic Design</td> </tr> <tr> <td>DT</td><td>Outdoor Ed</td><td colspan="2">Cultural Weeks: One every half term</td><td>D of E</td> </tr> </tbody> </table>	Foundation Subjects		Extra Options Subjects			English	Geography	Citizenship	Global Perspectives	Construction	Maths	History	Sociology	Media Studies	ASDAN	Science	PSHE	Textiles	Performing Arts	Child Care	PE	Computing	Catering	Land Based Studies	Sports Leader	Art	RSE	Arts Award	Young Enterprise	Graphic Design	DT	Outdoor Ed	Cultural Weeks: One every half term		D of E	<p>Educational Visits Including: New York, Paris, Skiing in the Alps, camping in Isles Of Scilly, Euro Disney, London, Alton Towers, Thorpe Park, Exeter, Chiefs Rugby, Plymouth and more.....</p>	<p>Interventions Including: Sensory diet and activities, TEACHH approach, Dockside Programme, TRUGS, Monster Phonics, Accelerated reader, Read Write Inc, Precision Teaching, Literacy planet and Doodle maths</p>
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		<p>Therapy: Educational Psychology, SALT, OT, Counselling, Play therapy, VERP & VIG, sensory room, family support/training groups</p>	<p>Enrichment: golf, football, swimming, climbing, surfing, kayaking, fishing, horse riding, cooking, science club, DT club, yoga, art, pantomime, Xmas and summer fayre, sporting fixtures, sports day, work experience, college day placements, charity days, outside speakers and visitors</p>																																			
	<p>Pastoral: Behaviour scores, tutor sessions, family support worker, green time, celebration assemblies, credit system,</p>																																					
IMPACT	<p>Progress Measures including: Individual & Cohort subject progress scores (OTS Steps), Reading Age, Accelerated Reader data, Behaviour scores, Motional and Boxall scores, Sleuth, RPI and Exclusion Data, Attendance data, Blank Level assessment, Annual Reviews</p>																																					
	<p>Survey – Student, Parent & Staff</p>	<p>TAS Meetings</p>	<p>PEP Meetings</p>																																			
	<p>Student Council</p>	<p>Termly Reports</p>	<p>Termly Parental Engagement Weeks</p>																																			
	<p>SLT Termly LA Meetings</p>	<p>Underperformance Action Plans</p>	<p>SIP & SEIF</p>																																			
	<p>Academic Outcomes: GCSEs, BTECs, Entry Level, ASDAN (Bronze, Silver & Gold), Unit Award Schemes, Duke Of Edinburgh, City Of Guilds, Junior Sports Leader Awards, OCR Nationals, Surf Lifesaving GB Surf Cadet, RNLI Lifeguard Award, Functional Skills, STA Awards, Arts Award (Bronze & Silver), RYA Sailing Scheme</p>																																					
	<p>Quality Assurance: Learning Walks, Lesson Observations, Work Scrutiny, Planning Scrutiny, Data Scrutiny, Internal Review visits, Governance Schedule, Intervention meetings, Therapy Team meetings, Performance Management, KPI checking, Termly Behaviour and Progress reports</p>																																					

Appendix 2 – What does excellent teaching and learning look like

What does excellent teaching & learning (implementation) look like at Oak Tree School?

All staff at Oak Tree school are dedicated to delivering “**the best education for every child**”. Each lesson is another step towards helping our children to achieve the **four goals** of our curriculum;

1. **maintaining positive relationships** – developing social skills
2. **becoming emotionally resilient** – understanding and regulating emotions & building positive coping strategies
3. **becoming tolerant and respectful individuals** – following Oak Tree School community expectations
4. **achieving the best possible outcomes** – always doing your best

All of our children have really struggled to engage positively, regularly and safely in education prior to joining our school so it is imperative that our staff are highly skilled in addressing each child’s needs so they can begin to form and sustain a positive attitude to their learning.

Excellent planning will;

- identify every child’s current reading age and Blank level assessment and identify how the lesson will be made accessible to every child’s needs
- identify students’ current attainment and progress and set appropriate curriculum targets
- identify any student underperformance and actions around addressing this
- identify learning objectives linked to the sequence and progression of skills found on SOLAR, relevant to the subject being taught
- identify keywords to be learnt in the lesson and the method of sharing these
- consider each child’s preferred learning style, needs and interest.

Excellent teachers will;

- be professional and fully committed to helping every child achieve their best
- encourage and maintain positive relationships with everyone in the room
- understand exactly how best to help any child who may need emotional support and be flexible to how this might change in a lesson
- engage children from start to finish in positive learning activities relevant to the 4 goals of our curriculum
- be passionate about their subject, inspiring their students to engage positively in the learning process so they make excellent progression
- ensure tasks are differentiated well so all learners can access the lesson regardless of ability and needs
- ensure every learning activity has a clear purpose, with clear learning objectives, linked to the sequence and progression of skills for the subject they are delivering.
- have a secure understanding of “**the Oak Tree Approach**”
- Take a non-judgmental, curious and empathic attitude towards behaviour and respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- regularly check on children’s understanding of keywords and concepts – so that no child gets left behind in a lesson or in their learning.
- use blank level assessments effectively to inform their questioning
- allow students the opportunity to read and access appropriate learning material
- use the Oak Tree School credit system effectively
- have a clear understanding of the school rules and remind children of their personal behaviour targets
- reward students for positive behaviours and score them against the **four goals** of our curriculum at the end of every lesson using a differentiated approach according to the students’ needs

- Provide children with an excellent range of engaging and well-resourced activities

Excellent lessons will;

- be a vibrant and fun learning environment where ALL of our children feel safe and well looked after
- be high in both nurture and structure with predictable routines, expectations and responses to behaviour
- engage each child from start to finish, ensuring progression and developing curiosity and interest
- have learning objectives displayed throughout, with visuals to support understanding
- have differentiated keywords displayed throughout with symbol supported text where appropriate for the learner
- have clear plenary activities to check in on each student’s learning
- be part of a progression towards an aspirational outcome
- have all learners immersed from start to finish in any aspect of the 4 goals of our curriculum

Excellent marking and feedback will;

- be completed regularly by staff
- show clear progress from start to finish
- identify student’s current attainment and how this improves over time
- provide evidence of students responding to staff feedback
- provide evidence of a range of approaches to written recording, including ICT where appropriate.
- help to evidence the broad curriculum being taught at OTS

Excellent Teaching Assistants will;

- be fully immersed in the learning experience
- provide both nurture and structure, alongside predictable routines, expectations and responses to behaviour
- understand how best to support each child in the lesson
- be skilled at forming positive relationships
- take a non-judgmental, curious and empathic attitude towards behaviour.
- respond to behavioural issues in a way that focuses on the feelings and emotions that might drive the behaviour, rather than the behaviour itself
- support teachers in forming a positive learning environment in every lesson

