

**Outcomes
First
Group.**

Curriculum Policy

**Policy Folder:
Curriculum**

Document History

Version	Comments/amendments	Name	Date
13	Updated to the new OFG Branding. The old policy is saved in the shared area.	Michael Abbott	February 2026

What is the INTENT of our curriculum?

All staff at Oak Tree School are committed to delivering “**the best education for every child**”. Our broad and balanced curriculum aims 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.

- 1. Maintain positive and healthy relationships so they can socialise with others well and experience lifelong friendships 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.** Before joining us our children have found it difficult to understand and regulate their emotions, often leading to behaviour that has challenged them. This has led to them being unsuccessful in previous educational placements. It is our ambition to support and educate our children, so they can 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 using different resources to meet the needs of the children allows us to create an adapted provision with high expectations for every learner.

Results from these assessments will be fed back to parents/carers, and continuously throughout their academic journey. Ongoing assessment is used to inform how students are progressing against their baseline assessment at the school. Oak Tree senior staff, middle leaders and the therapy team will meet termly to identify students who are not progressing as expected so that action plans can be developed to help implement and evaluate intervention strategies. The curriculum we deliver at Oak Tree School is designed to engage, challenge and inspire the children who attend our school. It will help them to develop and progress over a broad and balanced range of subjects as well as develop socially, morally, spiritually and culturally. Students can access a wide range of extracurricular activities whilst at the school, with a variety of offsite and outdoor education options.

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 Red Moor school ready to access either

1. The highest level of post 16 education possible appropriate to their ability, interests and aspirations.
2. Relevant and considered employment and/or training that broadens horizons.

Foundation Curriculum (KS1, 2 & 3)

The skills learnt in our foundation curriculums 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 cultural weeks), relationships and health education, catering, careers & PSHE. Alongside other curriculums listed below.

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 or PSHE and careers. 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, Business Studies, Citizenship, DT, Global Perspectives, History, Media Studies, Sociology, Textiles
- NCFE qualifications in health & fitness
- NCFE functional skills
- BTEC Awards/Certificates in Vocational Studies – following a choice of pathway – Caring for Children, Home Cooking Skills, Performing Arts, Sport and Active Leisure, Land Based Studies and Construction/Practical Skills, Graphic Design, Young Enterprise Project, Junior Sports Leader Award.
- Arts Award at Bronze or Silver Level
- ASDAN Short Courses
- Duke of Edinburgh Bronze and Silver Award

Oak Tree School

To help ensure that we offer the BEST education for every child, Oak Tree School has established four heads' faculties across the core subjects, including PSHE, and eleven lead practitioners overseeing the remaining curriculum. Each Faculty/Lead, who oversees their curriculum, will ensure that the planning allows for a clear sequence and progression in the knowledge, skills and understanding required for success.

The Curriculums at Oak Tree School are as follows (lists of subjects are not restrictive):

- English – encompassing an overview of reading across the school, literacy, speaking and listening, media and both English Literature and Language GCSEs
- Maths
- Science
- PSHE
- Humanities – encompassing history, geography, RE and SMSC
- Physical Education
- Music
- Post 16
- Performing Arts
- Outdoor Education – encompassing outdoor education and Duke of Edinburgh award
- Art
- Computing & Digital Skills
- Catering
- Woodland provision
- Design Technology

How do we measure the impact of our curriculum?

At Oak Tree School staff use an online platform called Trackable to record student attainment and assessments across all subjects taught at the school. This system uses the Oak Tree Branches Assessment Framework. Oak Tree Branches cover a broad range of abilities, from the 'Foundation Learning Skills' (FLS) that cover Early Years education, through to the main 'Branches' 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 Branch of the framework represents the corresponding academic year – so a child working on Branch 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. We expect that no child is judged to be secure in their knowledge of an objective until there is sufficient 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. The school completes data drops, and book looks termly to assess the frequency and quality of this assessment. This is completed with SLT, via the HOF's, and curriculum leads where necessary.

EFL (Evidence for Learning) has been launched across the school to track the progress of children against their EHCP (Educational Health Care Plan) targets.

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, Entry Level Qualifications, Functional Skills, and ASDANs. 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 these children and young people, through both the delivery of the programmes of study and personalised learning programmes, will be integrated into the curriculum and 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 and nurturing learning environment.

Where individuals require additional support in learning and behaviour, it is highlighted on the 'Student Passport'. This document identifies classroom strategies, curriculum targets, behaviour targets and trigger points. They are child-centred documents and are updated half termly after having structured conversations with the pupil. Details from parents and carers of new starters at the school will also inform this document. 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 colleges, 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; these are also explicitly taught through assemblies, Votes for Schools, PSHE 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

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"> 1. maintain positive relationships – developing social skills 2. become emotionally resilient – understanding and regulating emotions & building positive coping strategies 3. become tolerant and respectful individuals – following Oak Tree School community expectations 4. 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>Pastoral: Behaviour scores, tutor sessions, family support worker, green time, celebration assemblies, credit system,</p>		<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>																																			
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 our children have struggled to engage positively, regularly and safely in education before joining our school so our staff must be 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 targets
- identify any student underperformance and create 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 share these as needed
- consider each child’s preferred learning style, needs and interests.

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 too 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 adapted 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 – building positive relationships**”
- 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 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 an adaptive teaching approach according to the students' needs
- Provide all children with an excellent range of engaging and well resourced activities

Excellent lessons will.

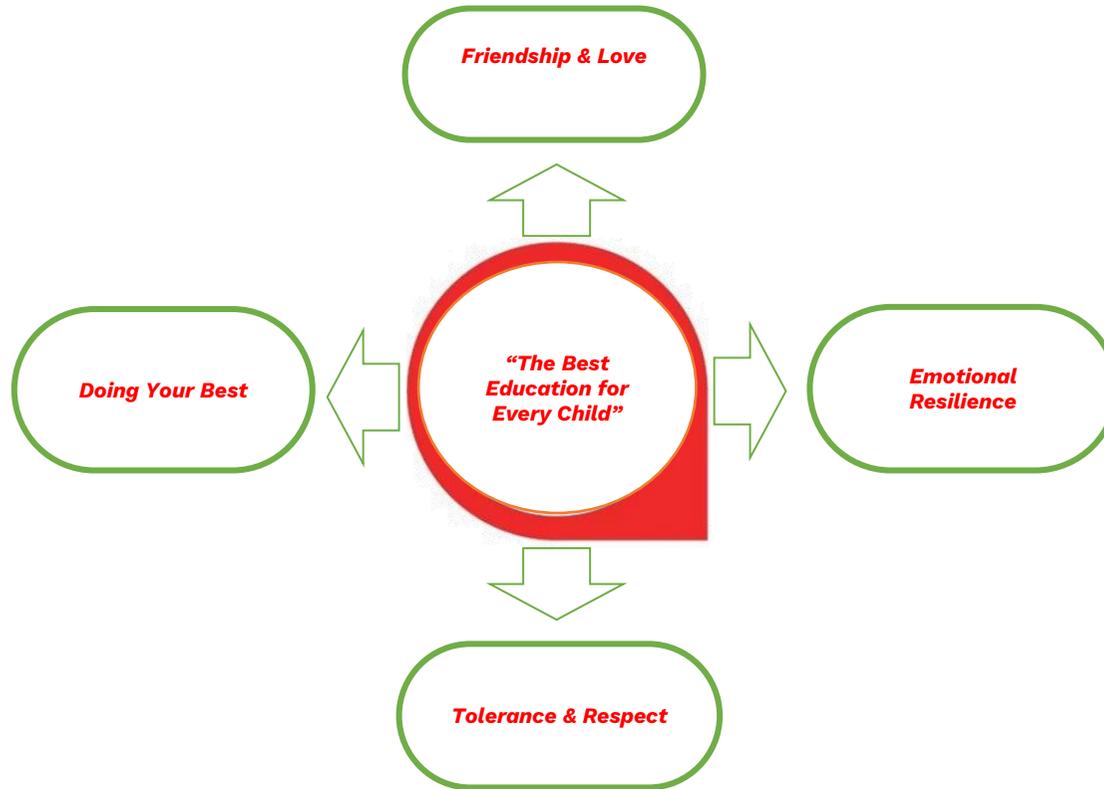
- be a vibrant and fun learning environment where ALL our children feel safe and well looked after
- be high in both nurture and structure with predictable routines, expectations and responses to behaviour
- engage each child from start to finish, ensuring progression and developing curiosity and interest
- 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.

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue that will aid progression.

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 behavioral 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





**Outcomes
First
Group.**

**Acorn Education And Care
National Fostering Group
Options Autism**

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