



Oakwood School

# Curriculum Policy

## 2024 - 2025

Reviewed by:	Louise Curel
Date of next review:	September 2025

**Legal Status:**

Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

**Applies to:**

- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

**Related Documents and Further Reading**

Policies on: Exams, PSHE, EAL, Complaints, Careers, Able gifted & talented children.

DfES guidance on curriculum: [www.gov.uk/national-curriculum](http://www.gov.uk/national-curriculum)

**Purpose:**

- To establish a consistent curriculum framework across Oakwood School.
- To support a smooth transition back into mainstream education, further education or employment, if appropriate.
- To provide a broad and balanced curriculum offer, which inspires students to learn.
- To provide learning that involves a lasting change in pupils capabilities or understanding.
- To provide effective teaching that can transform pupils' knowledge, capabilities and beliefs about learning.
- To promote positive attitudes to learning.
- To promote the behaviour and welfare of students, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- To promote preparation for and an appreciation of life in modern Britain.
- To provide a range of subjects and courses to help pupils acquire/improve their knowledge, understanding and skills in linguistic, mathematical, scientific, technical, human, social, physical, sporting, creative and artistic learning.
- To provide opportunities across the whole curriculum for pupils to develop the necessary skills to make progress in reading, writing, communication and mathematics.
- To supplement the formal curriculum with extra-curricular opportunities for students to extend their knowledge and understanding.

Date: September 2024



Signed:

Louise Curel  
Executive Lead Head Teacher

## Curriculum Intent, Implementation and Impact

“The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).”

Historically our students have struggled to access a traditional formal curriculum (within mainstream and generic specialist school settings); a creative, more tailored and cultural based approach enhances the curriculum offer (through broader curriculum themes containing Vocational Education, Outdoor learning and Enrichment Opportunities). We put great value on pupils being the best they can be while acknowledging their limitations and knowing how they learn best, ensuring that preparation for adulthood outcomes ([appendix 1](#)) are reflected within our curriculum from the youngest of learners.

Our pupils may have a range of learning needs but primarily, many students have missed large aspects of their education prior to attending Oakwood School and so they often begin their education here with attainment levels and skills that are significantly below average (for their age and starting points).

The aim and values of Oakwood School are focused on maximising every individuals’ potential to develop into a confident, secure, well-adjusted and skilled young person who will make a positive contribution to society and live as independent a life as possible.

Oakwood School delivers a differentiated curriculum, which is closely aligned with our pupils’ levels of ability, interests and aspirations. It is broad, balanced, and relevant to needs and designed to have integrated therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives. This specialist curriculum is tailored to our pupils’ individual needs and based on a person-centred planning framework (see [appendix 2](#)).

Learners can start Oakwood School during any time in their Secondary/ Post 16 education, at any point in the year. This can also be the case for leaving Oakwood School due to the nature of the placement with the Cambian Group. It is important that teachers quickly assess and try and understand the extent of the learner’s previous knowledge, skills and understanding both in the core subjects and in their specific subject area. Teachers at Oakwood have to be equipped with knowledge of the primary curriculum in reading, writing and mathematics as well as their own subject area due to the academic ability of some of the learners we teach. There are also times when lessons don’t follow their planned route due to **incidental learning** which is more important to explore. This could be due to gaps in learning or an interest that has been sparked in the individual learner/group, which through further exploration will strengthen the planned learning content. Due to learners often missing large gaps in education, teachers planning won’t always fully understand the learner’s historic educational profile. At times, planned **sequencing** has to be paused to revisit previous content/skills which the learner is expected to have covered at an earlier stage of their educational career. Due to this daily staff meetings/handovers are important to share knowledge of learner’s social, emotional and academic learning. Through these meetings teachers can work closely to support **cross-curricular** planning and allow the learner to make more rapid progress.

### 1. Intent

Our curriculum is designed to give all of our children a broad and balanced education through coverage, experience and progression. We cater for a wide range of learners and endeavour to provide opportunities for all of our children to develop as independent, happy and confident learners in order to achieve their full potential and prepare them for their future lives. Alongside academic success we promote and encourage a nurturing side to learning that focuses on well-being and engagement linked to age and stage of development. Opportunities to work towards individual outcomes are embedded throughout.

As a School Community, we are working with the Thrive approach.

The **Six Principles of Thrive** (below) are engrained in our daily practice:

1. **Common Language**
2. **Needs-Led**
3. **Shared decision making**
4. **Proactive prevention and promotion**
5. **Partnership working**
6. **Outcome-informed**

At Oakwood School, we have three learning intentions that act as drivers for what we deliver.

## **Intention 1 – Develop our Sense of Self**

Our curriculum will ensure that all children develop an understanding of themselves, our school rights and an awareness of their place within the community.

## **Intention 2 – Develop our Sense of Others**

Our curriculum offer will ensure that all children develop an understanding of equity, and in doing so, show kindness and respect to others individual needs, recognising that “Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid” (Albert Einstein).

## **Intention 3 – Develop our Sense of the World**

Our curriculum offer will ensure that it provides opportunities to support our children in becoming responsible British citizens. A responsible citizen has knowledge about her role in the community, state and the world and understands they have a role in making the world a better place to live.

## **Curriculum drivers (appendix 3)**

We believe that our young people **deserve** and need us to provide more than just the Academic Curriculum. Life has so much more to offer and our young people have so much more to learn and experience. With this in mind, we worked to prioritise the things we wanted our young people to experience during their short time with us.

We use these 'drivers' each half term to underpin the development work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to our young people.

- **Responsibility (Autumn 1)** - Young people will be encouraged to take an active role in their learning by taking ownership of their actions and recognising they are accountable for their progress at Oakwood school.
- **Opportunity (Autumn 2)** - Young people cannot aspire to things they have never encountered. We will work to broaden our young people's horizons, expanding their knowledge of the world of work by nurturing their interests as well as encouraging fearlessness of what is new or unknown.
- **Curiosity (Spring 1)** - It is vital that we nurture the natural curiosity of our young people, enabling them to become independent in thought and action and encouraging them to imagine, enquire and become increasingly enterprising.
- **Community (Spring 2)** - We want our young people to develop a sense of pride in themselves and respect for others. We believe they need to have the ability to effectively interact with others who share their environment. We believe in the power of the school community to change and enhance lives.
- **Initiative (Summer 1)** - We will provide young people with opportunities to think critically, by solving problems and making choices. We will encourage them to develop their confidence to act on their initiative and seize an idea.
- **Environment (Summer 2)** - We believe our children need to know about and understand the world that is beyond their immediate doorstep. They need opportunities to experience the richness of its diversity and show they care about its management and sustainability.

## 2. Implementation

The underlying principle of our curriculum implementation is flexibility, we have a curriculum which is designed to meet the needs, interests, aspiration and aptitudes of our students. Our curriculum model ensures that we have flexibility to fit in with our students rather than our students fitting in with our model. Our conceptualised curriculum draws on best practice and delivery from a number of different models and approaches. We recognise that as our school population changes, so must the way in which we approach planning, teaching, learning and assessment. Our curriculum map continues to change and evolve to meet the individual needs of our children each year.

In order to provide pupils across the school with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which encompasses three broad pathways: 'National Curriculum, Functional skills and a Vocational curriculum.' This offer means we can make subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach.

The levels are not defined by age, but by need and achievement; children are therefore able to move flexibly from one pathway to the next at any point during their school career. Each pathway covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a 'learning flow' between the two.

Because of the personalised approach to the curriculum we are able to meet the needs of all our learners. All children across the school focus on targets based on the outcomes in their Education Plan and Personal Education Plan. Some pupils receive additional funding e.g. Pupil Premium and the impact of any interventions funded through these is monitored to ensure that they support progress.

## 3. Impact and Intended outcomes

By implementing a differentiated and modified national curriculum, it is intended that Oakwood School will:

- Allow all pupils to make progress from their individual starting points.
- Optimise the communication skills of all pupils.
- Cater for the specific needs and learning difficulties of individual pupils as described in their EHCPs, by providing teaching and learning opportunities at an appropriate level.
- Engage pupils' interests in personal development and encourage learning
- Create a positive learning environment where pupils can work safely.
- Allow pupils to interact and learn from each other.
- Allow all pupils to reach their full potential and achieve their own personal success.
- Give pupils opportunities to develop their key skills.
- Prepare our learners for their next stage in education, employment and life

We should see the impact of our 3 learning intentions in the following way:

### Intention 1 – A Sense of Self

Children have a positive self-image, high well-being and engagement and are able to relate well to members of the school community. They take pride in themselves, their learning and the school environment. Children demonstrate incremental progress in their subject knowledge, skills and understanding. They are able to retain and apply this over time and in different contexts. Children require reduced levels of support to access their learning and their fluency and accuracy is improved.

### Intention 2 – A sense of others

Children are active participants in their learning and are keen to work with others. They understand equity and are able to accept and promote inclusion, championing our school values of kindness and respect when interacting with others.

**Intention 3 – A sense of our world**

Children are engaged in their learning in all aspects of the curriculum and talk with enthusiasm about experiences they have taken part in. They access their learning in a variety of environments and are able to apply their knowledge and skills accordingly. Children are ready to transition to their next stage of learning/ independence as a responsible citizen.

**Entitlement**

All young people at Oakwood School are given full access to a broad and extensive curriculum based on their key stage, individual needs and abilities.

During the admission and initial assessment period, the most appropriate class setting is identified. If pupils need to change classes after this period, a decision would be made through discussions between the Homes Manager and the Head Teacher.

**Recording pupil achievement: assessment and evaluation**

Integral to our curriculum framework are arrangements for the assessment and recording of pupil achievement. At Oakwood School the purpose of assessment is: initial, diagnostic, formative and evaluative. Assessment then informs judgements about progress and recording of which thus contribute to future planning. In order to ensure accuracy of this process we use evidence from a range of different sources such as teacher observation, class work, tests, investigation, learner reviews, questioning, project work, and examinations (where appropriate).

**Assessment and recording**

Our assessment framework informs an ongoing cycle of planning, teaching and assessment. There are three phases to this process:

- Formative short-term assessments will be an ongoing part of every lesson to check pupils' understanding and gain information that assists in adjusting day-to-day lessons plans.
- Medium term assessments will focus on ideas linked to the key objectives, which have been covered during each term.
- Long-term assessments will take place annually. A variety of assessment tests may be used according to pupils' ability levels.

Pupils' individual success will be recognised and celebrated through the school systems for rewarding and celebrating achievement. At Oakwood School the students earn "E-praise" points for positive attitude, behaviour, learning, attendance and engagement. These points are achieved each lesson and added to a running total. The student's points are electronic and they (and carers) can log onto their account to check how many points they have. They can then use the online shop to choose to receive prizes and vouchers depending on how many points they have achieved. We also have a token system in place. One token is earned for an 'Outstanding' piece of work. This work is displayed on the wall in a frame in reception along with a certificate. At the end of each term, the tokens can be cashed in or saved to go towards something bigger. Our YP's experience what it is to work and save up towards something larger, that they have the desire to have, do or experience.

There are numerous other ways we celebrate progress in Oakwood, trying to catch any 'positive progress' we can. An Oakwood school handover is sent out each day so that carers can continue to celebrate the progress our young people are making. Other ways we celebrate progress include: weekly awards; [learningjournal.com](http://learningjournal.com); WAGOLL's and subject specific certificates.

**The National Curriculum**

The 'basic' school curriculum includes the 'national curriculum', as well as religious education and relationships and sex education. The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

Whilst independent non-association schools are not obliged to follow the national curriculum, each school must deliver a broad and balanced curriculum including English, maths and science, as appropriate to each key stage.

At Oakwood School, we endeavour to give young people a Key Stage appropriate curriculum which is as close to that received in mainstream as possible (see [appendix 5](#)).

Key Stage 2		
Core Subjects	Additional Subjects	
<p>English</p> <p>Mathematics</p> <p>Science</p> <p>History</p> <p>Geography (Topic)</p> <p>Religious Education</p> <p>Art and Design</p> <p>Physical Education</p> <p>Citizenship/PSHE/Careers</p> <p>ICT</p> <p>Music</p> <p>* Reading / spellings / phonics *</p>	<p><b>Form Time</b> – The first lesson of each day to check in, plan the day, overcome emotions and plan for potentially difficult moments in the day. Using of MOMO half termly and where appropriate – weekly.</p> <p><b>Design and Technology</b></p> <p><b>Food, Health and Hygiene</b></p> <p><b>Outdoor Education (where applicable)</b></p> <p><b>Sign Language</b></p> <p><b>Pupil Voice</b> – An opportunity at the end of the week to reflect on actions and emotions, decide on improvements and review using the WWW/EBI method.</p> <p><b>School council</b> – An opportunity to explore weekly topic subjects such as what is going on in school/the world and explore using questioning and research, developing an understanding and knowledge between reliable and unreliable sources. Pupil voice is heard.</p>	
Key Stage 3		
Core Subjects	Additional Subjects	
<p>English</p> <p>Mathematics</p> <p>Science</p> <p>History</p> <p>Geography (Topic)</p> <p>Religious Education</p> <p>Art and Design</p> <p>Physical Education</p> <p>Citizenship/PSHE/Careers</p> <p>ICT</p> <p>Music</p> <p>* Reading / spellings / phonics *</p>	<p><b>Form Time</b> – The first lesson of each day to check in, plan the day, overcome emotions and plan for potentially difficult moments in the day. Using of MOMO half termly and where appropriate – weekly.</p> <p><b>Design and Technology</b></p> <p><b>Food, Health and Hygiene</b></p> <p><b>Outdoor Education (where applicable)</b></p> <p><b>Pupil Voice</b> – An opportunity at the end of the week to reflect on actions and emotions, decide on improvements and review using the WWW/EBI method.</p> <p><b>School council</b> – An opportunity to explore weekly topic subjects such as what is going on in school/the world and explore using questioning and research, developing an understanding and knowledge between reliable and unreliable sources. Pupil voice is heard.</p>	
Key Stage 4		
Core Subjects	Additional subjects	Optional Subjects
	<p>ICT – Embedded Skills</p> <p>Physical Education</p> <p>Citizenship/PSHE/Careers</p> <p>*Reading*</p> <p>Art and Design</p> <p>Music</p>	<p>Employability skills (NCFE)</p> <p>Food and Nutrition (NCFE)</p> <p>Community project work</p> <p>Sustainability project work</p> <p>AQA units – Subject specific</p>

## External Education/Vocational Options/Curriculum enhancement

Where a young person is assessed as being an appropriate candidate, provision with an external provider **may** be possible. This is heavily dependent on a number of factors:

- Course availability - the course needs to be run locally and there have to be spaces on the course.
- Age of student – a course may not be available for some students due to their year of study. E.g nursing work experience is not available to unqualified people.
- Time of year – some courses are only available to start at the beginning of the academic year (September – October start window).

**Work experience** is made available for all students to support the Gatsby Careers benchmark and preferences are accommodated where possible – for students on GCSE programmes it is generally not recommended after Christmas of year 11.

**Volunteering** is encouraged from Year 9. All students will be provided with the opportunity to volunteer on local projects/ for local charities. This is an important vehicle in allowing our young people to meet our three learning intentions.

## Post 16 Course availability

- Shrewsbury College offer a full range of post 16 courses available for students who can start in September.
  - Shrewsbury College (Welsh Bridge Campus) offers A levels, some BTEC qualifications and retakes in English & Maths at GCSE. These courses can start as late as up to October half term, but this cannot be guaranteed. Normal admission procedures apply.
  - Shrewsbury College (London Road Campus) can offer a range of GCSEs and vocational qualifications to those in KS5. GCSE Maths and English is encouraged if not already achieved. Normal admission procedures apply.
  - If a student has been following a course up to the point where they move to Shropshire, a transfer **may** be possible and will be considered on an individual basis by the college. Full details of the qualification title and exam board will be required by the college. If the exam boards do not match up, it may be that the course cannot be transferred.
- Other courses can be sourced as required at other colleges; North Shropshire & Walford, TCAT, Ludlow etc. Admission is dependent on local requirements.

## Accreditation

Wherever possible, all learning opportunities will be accredited courses with an exam board and where time constraints allow, students will be encouraged and supported to achieve GCSEs. Where this is not possible due to significant gaps in attainment, time constraints or other mitigating factors, Functional Skills will be promoted in English and Maths up to and including Level 2 and alternative qualifications will be offered up to and including Level 2.

Functional Skills may also be provided as transitional study towards GCSEs. Regular opportunities will be provided throughout the academic year to sit Functional Skills examinations. GCSEs, or Functional Skills at Level 1 and 2 will support a transitional plan back to mainstream education or provide students with greater prospects when entering into the next phase of their education. At Oakwood we attempt to ensure all students have sat their functional skills exams (level 1 or 2 based on ability) regardless of whether they are taking GCSE English and Maths.

## Student Profile

Taking into full account the complexities and difficulties experienced by the students, the curriculum provides a high focus on Personal Development, PSHE and an awareness of risks and how to manage risks. It also considers the educational and academic risks associated with CSE and how these impact upon learning.

<b>LOW</b>	Truanting from school. Lateness. Poor concentration.
<b>MEDIUM</b>	Non-school attendance. Regular breakdown of school placements due to behavioural problems. Poor health – impacting on learning. Disruptive behaviours.
<b>HIGH</b>	Significant periods of non-attendance. Exclusions (self or enforced). Poor previous educational experience making it harder to engage. Absconding and the risk of taking others at the same time. Bullying Fire setting Physical violence Concerns regarding racial abuse Missing from home/ Missing from care Self-harm/ suicidal ideations/ mental health concerns Concerns online (including internet, phones, gaming etc.) Harmful Sexual Behaviour/ grooming others Relationships with other children/ carers Substance misuse Relationship with family Cultural concerns (e.g. risk of honour based violence, FGM, Forced Marriage) Radicalisation Concerns around criminality/ links to organized groups YOT orders/ court dates/ Criminal history Unsettled during evenings/ sleep issues

Opportunities are provided and where possible accredited, to raise students awareness of the following:

### Physical health and mental well-being

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing Adolescent body

### Relationships and sex education

- Families
- Respectful relationships, including friendships
- Online and Media
- Being safe
- Intimate and sexual relationships including sexual health

**The Law-** what the law says about sex, relationships and young people, as well as broader safeguarding issues including an awareness of the relevant legal provisions when particular topics are being covered, including: Marriage/ consent, including the age of consent/ violence against women and girls/ online behaviours including image and information sharing/ pornography/ abortion/ sexuality/ gender identity/ substance misuse/ violence and exploitation by gangs/ extremism/ radicalisation/ criminal exploitation/ hate crime/ female genital mutilation (FGM).

Oakwood School documents how these key themes are delivered, inclusive of stand-alone pieces of work and those embedded into other areas of the curriculum i.e. through PSHE, creative writing, science, PE, drama or citizenship etc.

### **Skills for Employment**

Oakwood school provides opportunities within the curriculum for students to gain an understanding of Employability Skills including how to search and apply for jobs, completing application forms, producing a Curriculum Vitae and preparing for and attending interviews. This will ensure that students are equipped with the skills needed to prepare them for their next phase(s). The school aims to offer appropriate accreditation at level 1 and level 2 in this area.

### **Essential Skills**

Oakwood school ensures that the curriculum provides opportunities for all of its pupils to acquire and develop skills appropriate to their age and aptitude in the following areas:

#### ***Linguistic***

This area is concerned with developing communication skills and increasing the command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in English lessons and also in modern foreign languages, when taught. The teaching of literacy and literary skills is not, however, confined to these subjects, and the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all work that students produce. Effective communication skills are overtly modelled by all staff and in turn young people's communication is enhanced. Evidence of explicit linguistic skills are recorded in subject schemes of work. Reading is a key focus area for all young people at Oakwood due to the many benefits it provides.

#### ***Mathematical***

This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. Maths lessons are often taught using real life examples to contextualise learning and give lessons a clear purpose. Again, opportunities are sought in each subject to deliver mathematical skills and evidence of explicit mathematical skills are recorded in subject schemes of work.

#### ***Scientific***

This area is concerned with increasing student's knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry. For example: observing, forming hypotheses, conducting experiments and recording their findings.

#### ***Technological*** (including Art and Design, ICT and Food Technology)

These skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products and evaluating processes and products. At Oakwood we have facilities to deliver resistant materials lessons, along with many different machines to explore techniques in art and design.

#### ***Aesthetic and creative*** (including Art, Performing Arts and Music)

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but subjects falling into this area make a particularly strong contribution, including art, music, dance and drama. These subject areas all call for personal, imaginative, and often practical, responses.

***Human and Social*** (including Geography, History, Religious Education and PSHE)

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area. Relationship, Social and Health and Economic (RSHE) education alongside a knowledge and understanding of the world makes a strong contribution to this area.

***Physical*** (including PE and Outdoor Education)

This area aims to develop physical control and co-ordination as well as tactical skills and imaginative responses. Students are helped to evaluate and improve their performance. They also acquire knowledge and understanding of the basic principles of fitness and health.

***Sex and relationships education***

Oakwood School provides Sex and Relationships education in the basic curriculum. Students are encouraged and guided by moral principles and taught to recognise the value of family life. The programme for the School's Sex and Relationships Education is available to parents/guardian/carers. It forms a key part of the Personal, Social and Health Education (PSHEE) subject area and has regard for the government's guidance in **Relationships and Sex Education (RSE) and Health Education**. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents/guardian/carers may withdraw their pupils from any other part of sex education provided, without giving reasons.

***Political education***

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced and discussed at different points during the day – during tutorial time, at lunch time or in a subject lesson. Issues are presented in a balanced manner and will challenge students to think carefully and respect others points of view. The students have access to 'The Week Junior' magazine which is an award-winning current affairs magazine for 8–14 year olds. It helps children make sense of the world, provides context and clarity to complex issues, improves general knowledge and encourages discussion and debate. They also receive weekly copies of 'First News', which is an impartial and independent children's newspaper. It keeps children up to date with news events in the UK and around the world and is pitched so the news is engaging, but not scary or overwhelming.

***Religious education***

Religious Education is incorporated into distinct lessons available to pupils at KS3. A variety of religions are studied, so students gain a broad understanding of the diverse world that they live in. We also encourage our young people to take part in our 'Around the World' Immersion day where we explore different religions. Pupils have the opportunity to study the RS GCSE Short course in KS4/5.

***PE and games***

All students are expected to take part in the school's Physical Education/Sports programme. Students can only be excused from these lessons for medical reasons, for which communication from a parent/carer will suffice, or other reasons agreed with the school. There are a number of different activities on offer to get the young people active including: wellbeing walk (on a Monday morning); boxing; dance; PE; yoga; self-defence and outdoor education.

***Spiritual, Moral, Social and Cultural Development (SMSC)***

This policy statement and the declared values of Oakwood School are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. The school is non-denominational, where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. This SMSC policy statement links and strengthens other policies so that the ideals of the school's ethos and mission statement become a reality for its students. Whilst SMSC is integral to all aspects of our curriculum, PSHE and religious education make a strong contribution. Students are led towards distinguishing right from wrong, to

respect the law, act consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our school:

- Leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that students appreciate racial and cultural diversity and how to avoid and resist racism;
- Ensures that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety and exploitation;
- Enables students to develop their self-knowledge, self-esteem and self-confidence;
- Encourages students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- Provides students with a broad general knowledge of public institutions and services in England;
- Assists students to acquire an appreciation of and respect for their own and others' cultures in a way that promotes tolerance and harmony between different cultural traditions;
- Encourages students 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 and
- Precludes the promotion of partisan political views in the teaching of any subject in the school.

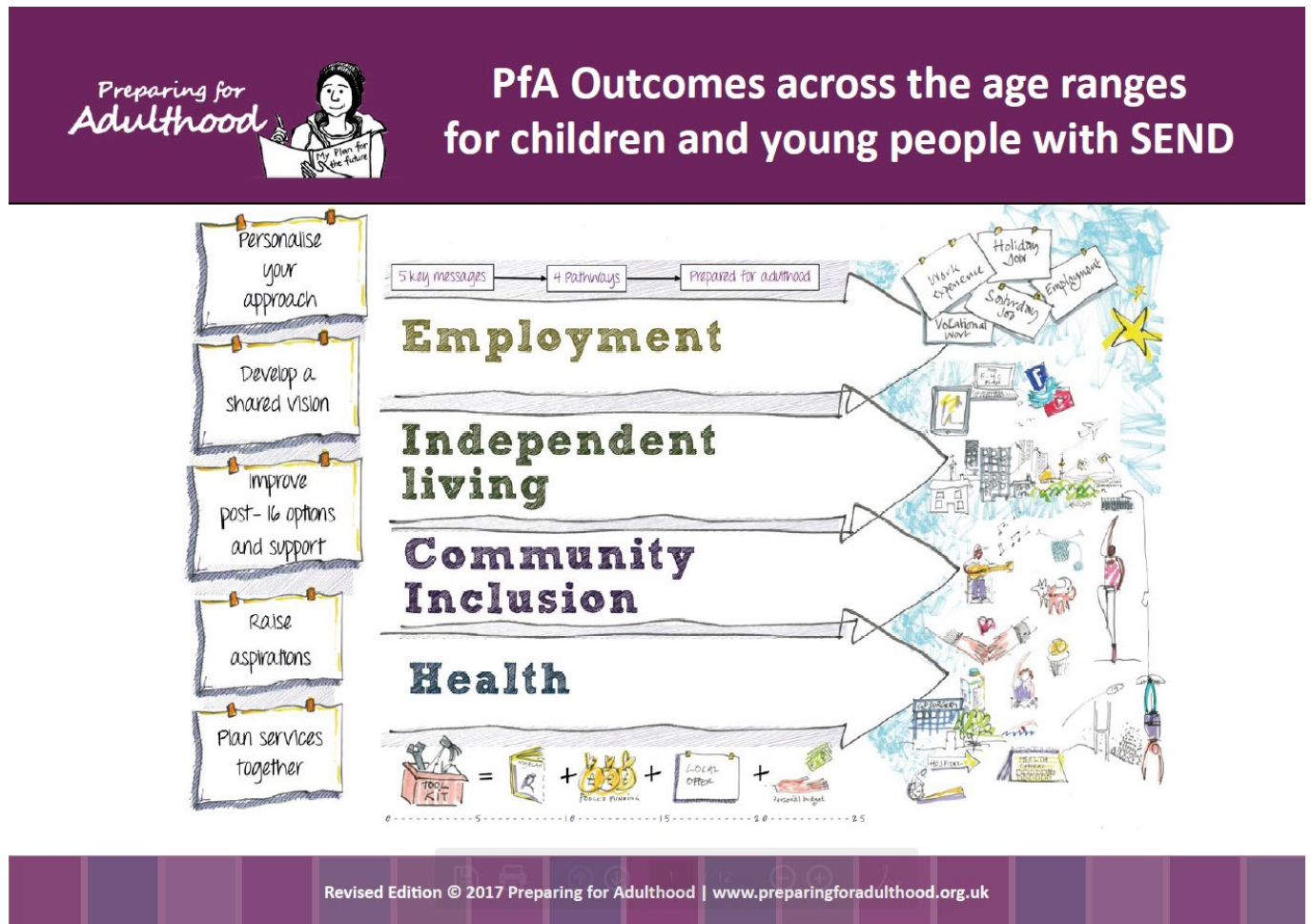
We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of students and they are offered a balanced presentation of opposing views:

- While they are in attendance at the school;
- While they are taking part in extra-curricular activities which are provided or organized by or on behalf of the school and
- In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

Therefore the understanding and knowledge expected of the students as an outcome of our positive approach to SMSC includes:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts, maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

## Appendix 1: Preparing for Adulthood Outcomes



## Appendix 2: Individual needs planning

### One Page Profile (within the Individual Learner plan)

**A little bit about me...**

My name is Adeleke but sometimes I like to be called 'Ade'. I am 11 years old and I am a very friendly and funny person.

I have been at Oakwood for 4 years now and like it here. I enjoy my house, the adults there and the activities I get offered. I am quite a quiet person at times and when I am to be left alone I mean it. Please leave me alone, I will shut out and be back shortly. I enjoy gaming and playing games with others.

**Strategies that generally work well for me:**

- Clear guidance, expectations and boundaries
- Alternative language used – Very Clear and simple expectations
- Connect to Adeleke's emotions before challenging behaviours
- Use of rewards and incentives to encourage positive behaviours
- Set expectations and remind Adeleke of the school rules consistently throughout the day.
- Clear guidance, expectations and boundaries
- Give Adeleke praise and reward positive behaviour
  - Maintain clear guidance at all times
- Do not wonder about Adeleke's feelings – he does not like it when people guess why he is upset.

**Picture**

**Things I like:**

I like chatting to adults 1:1, enjoy football and swimming, baking, making slime, puzzles, and brain teasers.

**Physical aggression towards others –**

I have previously been known to bite, kick, punch and slap. Often this behaviour is a reaction to an event – however this can seem unprovoked with no triggers at times. At this time, I will need to be left alone. I will voice that I want to be left alone, will take myself away to a space and regulate myself.

Physical aggression has not been a regular behaviour in the past few months at Oakwood school.

**Emotional safety –**

I am beginning to be able to talk about how I am feeling and when something has upset me. I am able to verbalise when I am finding my work at school difficult. I am beginning to verbalise when I am upset I need space and to be left on my own.

### Individual Learner Plan

Academic targets set by teachers, discussed with learners:

Subject	Current working at grade (Sep 22)	End of Academic year Target grade (2022/2023)	Individual target	Expected achievement date	Review and comments Date:
English	Secure Year 5 (45%)	Entering Year 7	To consistently use paragraphs in my writing.	December 22	
Reading	Working Towards Year 6 (81%)	Entering Year 7	To read aloud in class 2 – 3 times a week for 6 weeks.	December 22	
Maths	Working towards Year 6 (63%)	Entering Year 7	Express missing number problems algebraically.	December 22	
Science	Developing Year 6 (64%)	Entering Year 7	Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	December 22	

### Behaviour Management Plan

**1. Risk index with current risk ratings**

Phase	High	Medium	Low
1.	1.	1. Verbal and physical aggression	1. leaving class without permission
2.	2.	2.	2.
3.	3.	3.	3.

**Summary of background**

- Incident with previous carer. Incident on the 20/02/2021 Caiden was in the car and was unable to attach his seat belt. He became frustrated by this and was kicking, shouting and swearing. This was apparently aimed at the carer as he had brought Caiden into the front of the car from the back as to safeguard the other child in the car. I took the carer aside. I chose to write Caiden as he was in a heightened state. The carer was told to get him out of the car. I asked for the records about the incident. However, I saw Caiden's time in the placement. I became clear towards the end that the carer did not have the skills or experience to offer Caiden the nurturing and positive parenting that he needed.
- Incident from when Caiden had been offered to receive a gift, but had to be returned due to an overreaction. When I was suggested he went to a different shop Caiden got upset shouting and putting tables, the male carer went outside and the female carer was trying to calm him down. Caiden hit the carer in response. The incident did not last for a lengthy period of time and Caiden calmed down.
- There have been four incidents between March 2021 have taken place over 3 months where Caiden has struggled to manage his emotions. Examples of his presenting behaviours are: throwing items, kicking, whining with a charged head and was verbally aggressive towards his carer and his grandparents.
- Two separate incidents over a 3 week period between August and September 2021. Caiden struggled to follow requests to get off his X-box to take the dogs for a walk. This resulted in Caiden struggling to express his emotions and was hit by the female carer. The second incident was triggered by Caiden being asked to get dressed. Caiden hit the carer around the house being verbally and physically aggressive hitting out at the male carer.
- A number of incidents over a 10 week period. Caiden has struggled to follow routine instructions and the carers have described him as having a lack of understanding to certain concepts. Things that are being asked of him i.e. struggles with time periods. There have been a few incidents where Caiden has not been able to regulate his emotions and this has resulted in him hitting his carers and being verbally aggressive towards his carers. When exposed with the carers whether they feel there is a trigger for Caiden's behaviour they have identified that bedtime can sometimes be a trigger along with being asked to get changed.

**Strategies that generally work well for Caiden-Lee:**

- Clear guidance, expectations and boundaries
- Alternative language used – Very Clear and simple expectations
- Use PACE and when using curiously avoid using the word 'unlike' instead use phrases like, "I am wondering "that makes me feel" or "what do you think that was about?"
- Connect to Caiden-Lee's emotions before challenging behaviours
- Use of rewards and incentives to encourage positive behaviours
- Set expectations and remind Caiden-Lee of the school rules consistently throughout the day.
- Clear guidance, expectations and boundaries
- Give Caiden-Lee praise and reward positive behaviour
- Maintain clear guidance at all times with how he should be behaving appropriately.

### Learner Target (To inform planning)

Targets	Outcome	How will this be met?
Whole school Literacy target:	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Opportunities for reflection and reviewing
Whole school Maths target:	Compare and order fractions whose denominators are all multiples of the same number.	tactile and real-life examples to embed learning
Whole school BFL target:	I can use my words to express my emotions 50% of the time	Options to retreat and visual emotion cards
Whole school SEL target:	The child/young person has learnt to take responsibility for their actions when things go wrong and does not blame or accuse others. (Exploring Power with Responsibility)	Opportunities for reflection throughout the week
Other PEP targets:	Ade will continue to develop his confidence and perseverance in progressing through more challenging tasks.	Opportunities for reflection throughout the week
<b>EHCP: YES</b>		
SEMH	1. Adeleke will know how he is feeling and have appropriate strategies to manage his emotions.	2. Adeleke will be safe at home, in his school environment and the community
Cognition & Learning	Adeleke will attempt tasks he finds challenging and ask for adult support as needed.	
Communication and interaction	Adeleke will have a range of daily positive interactions with peers and adults.	
Sensory/Physical		

## Appendix 3: Curriculum drivers

Oakwood Vision to nurture resilience from within:

***Community, Learning, Enthusiasm, Values, Engagement and Respect***

Being 'CLEVER' ensures that all our learners have access to meaningful, stimulating, challenging and bespoke educational opportunities, which raise their aspirations, remove barriers to learning and maximise their individual potential.



Meet 'ROCCIE' – Oakwood Curriculum Drivers

**Responsibility** – Young people are encouraged at Oakwood to take an active role in their learning by taking ownership of their actions and recognising they are accountable for their progress at Oakwood school.

**Opportunity** – Young people cannot aspire to things they have never encountered. We will work to broaden our young people's horizons, expand their knowledge of the world around them, the world of work and encourage resilience from within.

**Curiosity** – We encourage curious minds. We believe this is a fundamental part of becoming independent thinkers, problem solvers and budding entrepreneurs.

**Community** – We want our young people to be able to stand proud and have positive engagement within the community. Our young people learn and understand differences between people of all backgrounds. We believe in respecting and sharing of community space.

**Initiative** – We encourage critical thinking and problem solving. Through pupil voice and school council our young people are able to investigate and explore ideas and develop them to design, make or implement them.

**Environment** – At Oakwood our young people experience bespoke lessons with information rich resources. We also offer various outdoor education to teach diversity and engage in Sustainability projects to address topics about the world we live in and how we can care for it.

## Appendix 5: Oakwood Curriculum Vision

### INTENT – We come to school every day to...

CURRICULUM VISION	Intention 1: Develop our sense of self			Intention 2: Develop our sense of others			Intention 3: Develop our sense of the world		
	<ul style="list-style-type: none"> <li>To develop a strong sense of personal character</li> <li>To ensure high levels of mental and physical wellbeing</li> <li>To be passionate about learning and life</li> </ul>			<ul style="list-style-type: none"> <li>To understand equity for all and challenge inequality</li> <li>To support the wellbeing of others</li> <li>To be tolerant of others and understand everyone has their own path</li> </ul>			<ul style="list-style-type: none"> <li>To use the world sustainably</li> <li>To understand and respect rules and laws</li> <li>To take part in enrichment experiences that promote &amp; develop understanding of being a positive citizen</li> </ul>		

### IMPLEMENTATION

TEN PRINCIPLES FOR EXCELLENT TEACHING	Daily review of learning	Present new learning in small, coherent steps	Ask key questions	Provide explicitly clear and excellent examples	Guide children's practice	Systematically check children's understanding	Obtain a high success rate	Provide scaffolds for challenging activities	Provide opportunity for independent practice	Review learning weekly/monthly														
ORGANISATION OF CURRICULUM	English	Maths	Science	PE	Reading	PSHE SRE	Geography	Art and Design	Music	Design and Technology	History	ICT	Citizenship	MFL	RE									
	CORE SUBJECTS				Whole School focus				Additional Subjects															
	<ul style="list-style-type: none"><li>Careers information, advice and guidance (work exp) runs through curriculum from initial meeting with YP</li><li>Curriculum drivers taught through all subjects (driver changed every half term)</li><li>The school places a weighted emphasis on Life Skills and PSHE, delivered in a real-life context at every opportunity</li><li>Knowledge organisers provide information, vocabulary, facts, diagrams, maps and pictures which young people need to know by the end of each topic/ curriculum theme</li><li>Levels of qualification &amp; accreditation pathway determined by baseline assessment and progress</li><li>Offsite alternative provision facilitated to support specialist interests</li><li>Maths and English cross-curricular learning used at every opportunity</li></ul>								<ul style="list-style-type: none"><li>SMSC experiences that complement the taught curriculum, including, school council, tutor, assemblies, interventions, 1:1 pastoral support session</li><li>immersion days/ theme days- give an in-depth extended exploration of topics.</li><li>Enterprise opportunities and trips to facilitate learning</li><li>Pupil voice/feedback actively sought to ensure learning experiences are of the highest quality</li><li>Courses offered to complement curriculum &amp; deepen YP's learning experience e.g. Food hygiene/ Fire Safety</li><li>ICT skills are embedded across all subjects to create 21<sup>st</sup> Century learners</li><li>Homework is used to consolidate knowledge and understanding, promoting independence in learning</li></ul>															
Curriculum drivers	Autumn 1 RESPONSIBILITY				Autumn 2 OPPORTUNITY				Spring 1 CURIOSITY				Spring 2 COMMUNITY				Summer 1 INITIATIVE				Summer 2 ENVIRONMENT			
ASSESSMENT	Baseline Assessment on entry (BKSB/GL)				Daily, high-quality, live, verbal and written feedback				Weekly WAGOLL challenges				Ongoing formative assessment- Regular opportunities for children to demonstrate their new knowledge				Termly summative assessment				SANDRA support- intervention and assessment			

### IMPACT

QUALITY OF EDUCATION			BEHAVIOUR AND ATTITUDES			PERSONAL DEVELOPMENT		
<ul style="list-style-type: none"> <li>All children make accelerated progress based on their Oakwood starting point</li> <li>Opportunities are available for all children to grasp concepts at a greater depth</li> <li>A knowledge rich curriculum that will prepare all children with the skills for the 21<sup>st</sup> century</li> <li>All children are provided with a curriculum that prepares them for future learning and employment</li> <li>All children are engaged by an irresistible curriculum</li> </ul>			<ul style="list-style-type: none"> <li>All children will build trusting, constructive relationships that enable them to make a positive contribution to the school community</li> <li>All children will see their learning challenges as opportunities – not obstacles</li> <li>All children will innovate and be willing to take risks</li> <li>All children will understand the difference between right and wrong – and why</li> <li>All children will take personal responsibility for their behaviour and attitude</li> <li>All children will know that asking for help is a sign of strength – not weakness</li> </ul>			<ul style="list-style-type: none"> <li>All children are equipped with the knowledge to be able to care for their physical and mental wellbeing</li> <li>All children are prepared for life in modern Britain</li> <li>All children will have enterprise skills in preparation for the future</li> <li>All children are curious, creative and courageous</li> <li>All children use challenges to thrive and become even better versions of themselves</li> </ul>		

### EVALUATION

REVIEW	High quality outcomes		Innovation		Communication		Developing staff		Improving and changing	
	<ul style="list-style-type: none"> <li>Learning must be clear, explicit and purposeful</li> <li>Children's recorded learning or teacher's systematic recording of learning must clearly show progress</li> </ul>		<ul style="list-style-type: none"> <li>Teaching and learning is reviewed in light of current thinking and research</li> </ul>		<ul style="list-style-type: none"> <li>Learning is reviewed regularly with all members of the school community</li> </ul>		<ul style="list-style-type: none"> <li>Professional development meetings focus on building the capacity of staff</li> <li>Learning is open and teachers learn and adjust their practice in light of what they see</li> </ul>		<ul style="list-style-type: none"> <li>Teaching and learning is reviewed, improved and changed in light of outcomes and expectations</li> </ul>	
MONITORING	Book looks Teacher's records		Data outcomes Pupil progress meetings		Pupil voice (Regular PEP/LAC meetings) Termly learning conversation with carers & survey		Learning walks Professional development meetings		Staff voice Curriculum evaluations	