

# Oakwood School

# Curriculum Policy

## 2026 – 2027

|                      |                 |
|----------------------|-----------------|
| Reviewed by:         | Mark Hazlehurst |
| Date of next review: | September 2027  |

**Legal Status:**

This policy is written to meet the requirements of Part 1 of the Education (Independent School Standards) Regulations 2014 (as amended), including ISS 2(1)(a) and the matters set out in ISS 2(2)(a–i) relating to the quality of education, curriculum design, teaching and assessment.

**Applies to:**

- All pupils on roll at Oakwood School, including curriculum activities delivered outside normal school hours.
- All staff (teaching and support), the proprietor and volunteers involved in curriculum delivery or support.

**Related Documents and Further Reading**

- Curriculum Schemes of Work
- Assessment Policy
- PSHE and RSE Policy
- Careers Education Policy
- SEND / EHCP Implementation Guidance
- Behaviour and Relationships Policy
- Exams Policy
- Department for Education guidance on the National Curriculum (England)

**Purpose:**

The purpose of Oakwood School's curriculum is to ensure that all pupils receive a broad, balanced and suitably adapted curriculum, which is implemented consistently and enables pupils to make progress from their individual starting points.

Specifically, the curriculum aims to:

- establish a clear and coherent curriculum framework across the school;
- secure consistent implementation of curriculum plans and schemes of work;
- support re-engagement with learning for pupils with SEMH needs and disrupted educational histories;
- develop pupils' knowledge, understanding and skills across linguistic, mathematical, scientific, technical, human, social, physical, creative and vocational areas;
- prioritise reading, writing, communication and mathematics across all subjects;
- promote positive learning behaviours, emotional regulation and wellbeing;
- support pupils' spiritual, moral, social and cultural development, including preparation for life in modern Britain; and
- prepare pupils for appropriate next steps, including reintegration, further education, employment or supported adulthood.

Date: September 2026

Signed:



Mark Hazlehurst  
Headteacher

## Curriculum Intent, Implementation and Impact

Oakwood School's curriculum is structured and evaluated through the principles of Intent, Implementation and Impact, ensuring that curriculum plans and schemes of work are implemented consistently and effectively and enable pupils to make progress from their individual starting points.

### 1. Curriculum Intent

Oakwood School's curriculum intent is to provide a broad, balanced and suitably adapted curriculum that meets the needs of pupils with SEMH needs, many of whom have experienced disrupted education, exclusion or trauma.

**The curriculum is designed to ensure that pupils:**

- develop secure knowledge, skills and understanding across curriculum subjects;
- strengthen reading, writing, communication and mathematics across all areas of learning;
- develop emotional regulation, resilience and positive attitudes to learning;
- make progress from individual starting points, rather than age-based expectations; and
- are prepared for next steps, including reintegration, further education, employment or supported adulthood.

The curriculum prioritises equity, inclusion and aspiration, ensuring that pupils' EHCP outcomes, SEMH needs and personal circumstances are reflected in planning and delivery.

Oakwood School works within the Thrive approach, with the following principles embedded in curriculum planning and classroom practice:

- common language;
- needs-led provision;
- shared decision making;
- proactive prevention and promotion;
- partnership working; and
- outcome-informed practice.

### Learning Intentions

Curriculum intent is further shaped by three school learning intentions:

**Sense of Self** – pupils develop self-awareness, emotional literacy, confidence and understanding of their rights and responsibilities.

**Sense of Others** – pupils develop respect, equity, kindness and positive relationships with peers and adults.

**Sense of the World** – pupils develop knowledge and experiences that prepare them for participation in life in modern Britain as responsible citizens.

### 2. Curriculum Implementation

The curriculum is implemented through a structured but flexible model, ensuring consistency while allowing responsiveness to SEMH needs.

## Secure a seamless cross-phase continuum

Establish a sequentially mapped curriculum plan across both primary and secondary phases at Oakwood School. By positioning all teaching staff as whole-school Subject Leads across both phases, the school strengthens its internal supportive network and shared expertise. This holistic design significantly deepens teacher awareness of individual SEMH profiles and EHCP targets across the entire age range. The result is a highly responsive, high-quality learning experience that precisely moves students toward their long-term outcomes while effectively neutralizing the primary-secondary transition dip.

Oakwood delivers learning through three integrated curriculum pathways:

- **National Curriculum pathway** – subject-based learning aligned to National Curriculum expectations where appropriate;
- **Functional Skills pathway** – applied literacy and numeracy to rebuild foundational skills and confidence; and
- **Vocational and enrichment pathway** – practical and experiential learning to promote engagement, independence and preparation for adulthood.

## Placement within pathways is informed by:

- baseline assessment on entry;
- EHCP outcomes and individual learner plans;
- engagement and readiness to learn; and
- ongoing assessment and professional judgement.

Pupils can move between pathways as progress is secured.

## Teaching and Planning Expectations

To ensure consistency of implementation:

- all teachers plan lessons with clear learning objectives, links to prior learning and sequenced steps towards progress;
- lessons are adapted in response to SEMH presentation, using assessment for learning to adjust support and challenge;
- literacy, numeracy and oracy are explicitly planned across subjects, not limited to English and mathematics; and
- behaviour and regulation strategies are proactive and aligned with the school's relational practice approach.

## Assessment and Progress Monitoring

Assessment at Oakwood is used to inform teaching and evaluate impact. This includes:

- baseline assessment on entry (literacy, numeracy and reading/spelling as appropriate);
- formative assessment within every lesson;
- planned assessment points across the year; and
- half-termly pupil progress discussions between teachers and senior leaders.

Assessment information is used to identify barriers to learning, deploy targeted intervention and adjust curriculum delivery where progress is limited.

### 3. Curriculum Impact

**Curriculum impact is evaluated through:**

- pupil progress and assessment data;
- work scrutiny and curriculum folder review;
- learning walks and lesson observations; and
- pupil engagement and participation.

**The curriculum is effective when evidence demonstrates that pupils:**

- make progress from individual starting points;
- improve literacy, numeracy and communication skills over time;
- show increased engagement, independence and emotional regulation;
- retain and apply learning across contexts; and
- are increasingly ready for their next stage of education, employment or adulthood.

Evaluation of impact informs ongoing curriculum refinement and improvement.

### 4. Curriculum Entitlement

At Oakwood School, all pupils are entitled to a broad, balanced and suitably adapted curriculum, appropriate to their age, developmental stage, needs and readiness to learn.

Curriculum pathways and class placement are determined through professional discussion, informed by baseline assessment, EHCP outcomes, SEMH needs and engagement. Decisions are reviewed regularly to ensure pupils are appropriately supported and can make progress.

At Oakwood School, we endeavour to give young people a Key Stage appropriate curriculum which is appropriate to pupils' age, stage, needs and readiness as possible

| Key Stage 2                                                   |                                                      |
|---------------------------------------------------------------|------------------------------------------------------|
| Core Subjects                                                 | Additional Subjects                                  |
| English (including reading, spelling and phonics as required) | PSHE / Citizenship / Careers (age-appropriate)       |
| Mathematics                                                   | Art and Design                                       |
| Science                                                       | Design and Technology / Coding                       |
| History                                                       | Food, Health and Hygiene                             |
| Geography                                                     | Music                                                |
| Religious Education                                           | Physical Education                                   |
|                                                               | Outdoor Education (where appropriate)                |
|                                                               | Communication and interaction support (e.g. Makaton) |
| Key Stage 3                                                   |                                                      |
| Core Subjects                                                 | Additional Subjects                                  |
| English (including literacy intervention)                     | PSHE / Citizenship / Careers                         |

|                     |                                                       |
|---------------------|-------------------------------------------------------|
| where required)     |                                                       |
| Mathematics         | Design and Technology                                 |
| Science             | Food, Health and Hygiene                              |
| History             | Music                                                 |
| Geography           | Physical Education                                    |
| Religious Education | Outdoor Education (where appropriate)                 |
|                     | Communication approaches (e.g. BSL where appropriate) |

| Key Stage 4                  |                       |                                    |
|------------------------------|-----------------------|------------------------------------|
| Core Subjects                | Additional subjects   | Optional Subjects                  |
| English                      | ICT (embedded skills) | Employability Skills (NCFE)        |
| Mathematics                  | Outdoor Education     | Food and Nutrition (NCFE)          |
| Science (as appropriate)     | Art and Design        | Community Project Work             |
| Physical Education           | Music                 | Sustainability Project Work        |
| PSHE / Citizenship / Careers | Humanities            | AQA Unit Awards (subject-specific) |

### External Education/Vocational Options/Curriculum enhancement

Where appropriate and safe to do so, pupils may access externally provided education or vocational provision. Decisions are made through professional risk assessment and multi-agency discussion, taking account of:

- course availability and capacity;
- pupil age, readiness and safeguarding considerations; and
- timing within the academic year.

External provision is monitored to ensure it supports curriculum outcomes, wellbeing and progress.

### Work experience

Work experience opportunities are planned in line with the Gatsby Benchmarks, where appropriate to pupils' pathways and readiness. For pupils on GCSE programmes, work experience is normally completed prior to the Spring term of Year 11.

Volunteering is encouraged from Year 9, with opportunities designed to support pupils' personal development, independence and community engagement.

### Volunteering

This 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 Education and Training Pathways

Oakwood School works with local further education providers, including Shrewsbury College and other regional providers, to support appropriate post-16 progression.

Course placement is subject to provider entry criteria and standard admissions processes. Transfer between courses is considered on an individual basis, depending on qualification compatibility and timing.

### Accreditation

Wherever possible, pupils are supported to access accredited qualifications, including GCSEs.

Where GCSE study is not appropriate due to starting point, time constraints or SEMH needs, pupils are supported to achieve Functional Skills qualifications in English and Mathematics up to Level 2, and/or alternative Level 1–2 qualifications.

Functional Skills may be used as a transitional pathway towards GCSEs. Assessment and entry decisions are reviewed regularly to maximise positive outcomes.

## Student Profile

Oakwood School serves pupils with complex SEMH needs, often alongside disrupted education, attendance challenges and safeguarding considerations. The curriculum is therefore designed to be appropriately adapted, ensuring pupils can access learning safely, consistently and successfully.

Curriculum planning takes account of:

- individual starting points and prior educational experiences;
- EHCP outcomes and SEMH profiles;
- identified risks and support needs arising from safeguarding and care planning.

These factors inform adaptation of curriculum delivery, not curriculum limitation. Decisions are reviewed regularly to ensure pupils remain appropriately supported and able to make progress.

## Personal Development, PSHE and RSE

The curriculum places a strong emphasis on personal development and PSHE, ensuring pupils develop:

- emotional literacy and self-regulation;
- social understanding and relationships;
- awareness of risk and personal safety; and
- knowledge to make informed, responsible choices.

Relationships and Sex Education (RSE) is delivered in line with statutory guidance and is age-appropriate and developmentally appropriate. Parents/carers may withdraw pupils from non-statutory elements of sex education in accordance with the law.

Delivery is planned through discrete PSHE lessons and reinforced across curriculum subjects and wider school provision.

## Employability and Preparation for Adulthood

The curriculum includes explicit opportunities to develop employability and life skills, including:

- communication and teamwork;
- preparation for learning or work environments;
- understanding of applications, CVs and interviews; and
- accredited employability qualifications at Levels 1–2 where appropriate.

These elements support pupils' preparation for next steps in education, training or employment.

## Essential Skills

Oakwood School ensures that all pupils develop essential skills appropriate to their age and aptitude:

| Area                      | Curriculum focus                                                                                    |
|---------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Linguistic</b>         | Reading, writing, speaking and listening across subjects; explicit literacy planning beyond English |
| <b>Mathematical</b>       | Applied numeracy, problem solving and real-life mathematical contexts                               |
| <b>Scientific</b>         | Enquiry, investigation, observation and explanation                                                 |
| <b>Technological</b>      | ICT, design, making, practical application and evaluation                                           |
| <b>Creative</b>           | Art, music and performance to develop expression and confidence                                     |
| <b>Human &amp; Social</b> | History, geography, RE and PSHE supporting social understanding                                     |
| <b>Physical</b>           | PE and outdoor education promoting health, fitness and teamwork                                     |

Evidence of essential skills is recorded within schemes of work and curriculum documentation.

## British Values, SMSC and Political Neutrality

Oakwood School actively promotes pupils' spiritual, moral, social and cultural development, and Fundamental British Values, including:

- democracy;
- the rule of law;
- individual liberty; and
- mutual respect and tolerance.

**The curriculum enables pupils to:**

- understand rights, responsibilities and public institutions in England;
- develop respect for diversity and equality;
- recognise risk and respond appropriately; and
- participate positively in community life.

Political issues are presented in a balanced and impartial manner. The promotion of partisan political views is not permitted.

**Religious Education**

Religious Education is provided in line with curriculum requirements and supports pupils' understanding of different beliefs, faiths and world views. Opportunities are provided for accredited study where appropriate.

**Physical Education and Health**

All pupils access Physical Education and health-promoting activities appropriate to their needs and abilities. Adjustments are made where required for medical or safeguarding reasons.

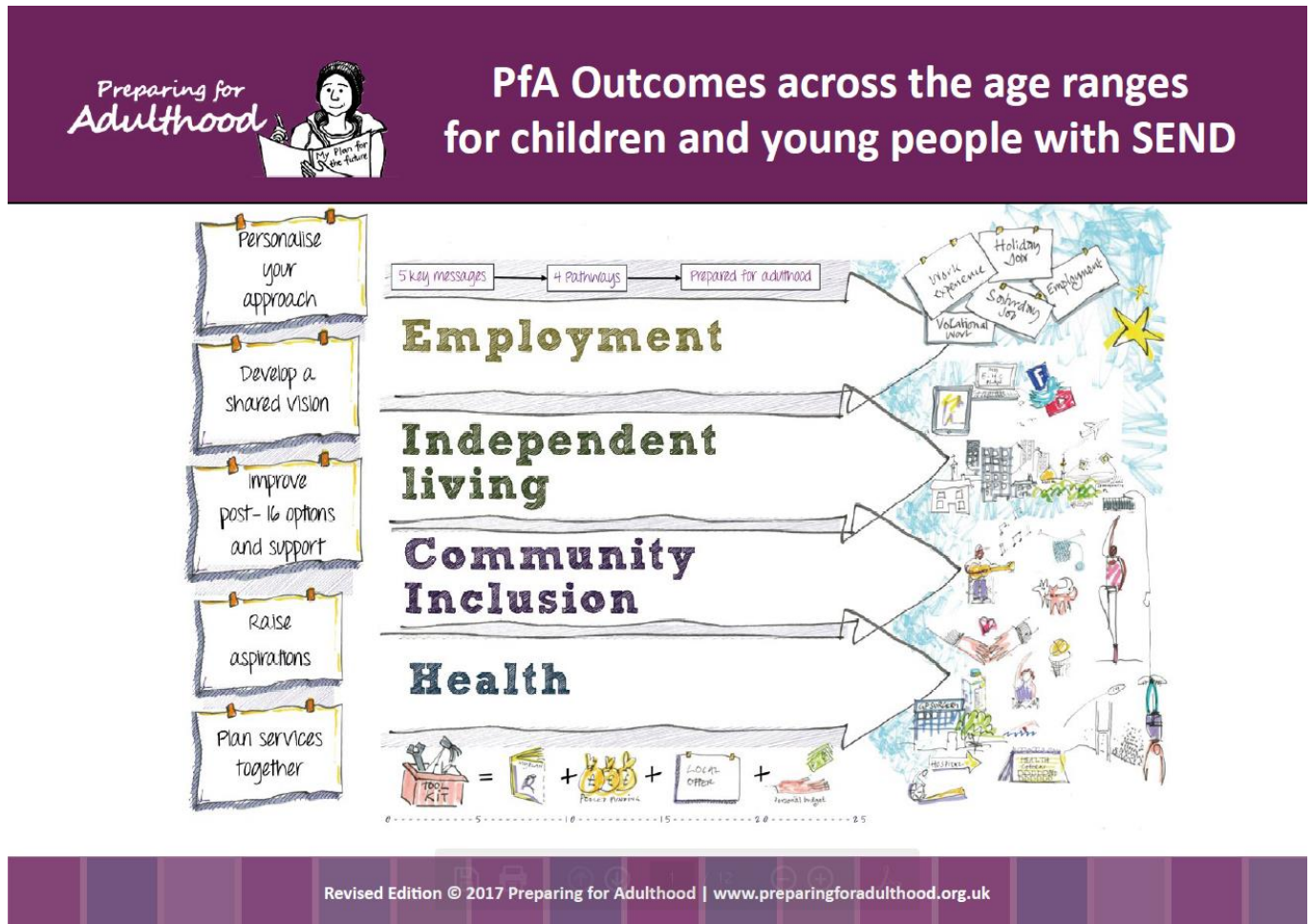
**Curriculum Monitoring and Assurance**

The delivery of personal development, PSHE, RSE, SMSC and essential skills is:

- planned within curriculum documentation;
- monitored through learning walks, work scrutiny and curriculum reviews; and
- evaluated through pupil engagement, progress and behaviour for learning.

Findings inform ongoing curriculum refinement and staff development.

## Appendix 1: Preparing for Adulthood Outcomes



This annexure sets out how Oakwood School embeds the Preparing for Adulthood (PfA) outcomes across the curriculum and wider provision, ensuring that pupils with SEMH needs are prepared for employment, independent living, community inclusion and health, in line with statutory guidance.

The PfA framework informs curriculum planning from the earliest stages and is progressively developed to reflect pupils' age, stage, needs and readiness.

### The Four PfA Outcomes at Oakwood School

Oakwood School adopts the nationally recognised PfA outcomes:

1. Employment
2. Independent Living
3. Community Inclusion
4. Health

Each outcome is addressed through curriculum content, enrichment opportunities and day-to-day school practice, adapted for pupils with SEMH needs.

### 1. Employment

At Oakwood School, "employment" is interpreted broadly and developmentally, recognising that pupils may begin at very early stages of readiness.

Pupils are supported to:

- develop positive attitudes to learning, effort and persistence;
- understand different roles, jobs and pathways;
- build employability skills such as communication, teamwork and problem-solving;
- access accredited employability qualifications where appropriate;
- participate in work-related learning, work experience or vocational pathways when ready.

**Employment-related learning is embedded through:**

- PSHE and careers education;
- vocational and project-based learning;
- accreditation (e.g. Employability Skills, NCFE, AQA Units);
- supported work experience and volunteering (where appropriate).

Progression focuses on aspiration, confidence and transferable skills, not solely paid employment.

**2. Independent Living**

Oakwood School supports pupils to develop independence at a pace appropriate to their SEMH needs and starting points.

**Pupils are supported to:**

- develop self-care, organisational and daily living skills;
- manage routines, time and personal responsibilities;
- make informed choices and understand consequences;
- develop resilience, emotional regulation and coping strategies;
- understand money, budgeting and basic life administration (age-appropriate).

**Independent living skills are embedded through:**

- PSHE and life skills education;
- curriculum activities that promote choice, responsibility and problem-solving;
- structured routines and expectations across the school day;
- practical learning opportunities and enrichment.

**3. Community Inclusion**

Oakwood School places strong emphasis on enabling pupils to belong, participate and contribute positively to their communities.

**Pupils are supported to:**

- develop positive relationships and social understanding;
- understand rights, responsibilities and social rules;
- engage with their local community safely and appropriately;
- develop respect for diversity, equality and inclusion;
- participate in democratic processes and pupil voice activities.

**Community inclusion is developed through:**

- PSHE, citizenship and British Values education;
- volunteering and community-based projects (where appropriate);
- pupil voice, leadership roles and school council;
- shared activities and enrichment beyond the classroom.

**5. Health**

Health outcomes at Oakwood School reflect both physical and mental health, recognising the impact of SEMH needs on wellbeing and learning.

**Pupils are supported to:**

- understand physical health, fitness and healthy lifestyles;
- develop emotional literacy and mental wellbeing strategies;
- understand personal safety, risk and safeguarding;
- develop resilience and self-advocacy;
- access appropriate support and make informed health-related choices.

**Health education is delivered through:**

- PSHE and RSE (in line with statutory guidance);
- physical education and outdoor learning;
- therapeutic and trauma-informed approaches;
- consistent routines that promote safety, predictability and regulation.

**Progression and Review**

Preparing for Adulthood outcomes at Oakwood School are:

- introduced early and revisited regularly;
- adapted to pupils' developmental stage and readiness;
- informed by EHCP outcomes and individual plans; and
- reviewed through assessment, professional discussion and pupil voice.

**Progress is evidenced through:**

- curriculum documentation and schemes of work;
- pupil engagement and participation;
- accreditation and qualifications (where appropriate);
- preparation for next steps and transitions.

**Appendix 2:** Individual needs planning

Individual needs planning at Oakwood School is structured through four inter-connected elements. Together, these ensure that pupils are emotionally regulated, relationally supported and able to access learning consistently.

1. One Page Profile
2. Individual Learner Plan (ILP)
3. Behaviour Management Plan (BMP)
4. Learner Targets (to inform curriculum planning)

These are live documents, reviewed regularly and used by all staff to support trauma-informed, emotionally attuned curriculum delivery.

**1. One Page Profile**

The One Page Profile provides a therapeutic snapshot of the pupil, ensuring that emotional and sensory needs are understood before curriculum demands are placed.

**It captures:**

- relational strengths and protective factors;
- known emotional triggers and early signs of dysregulation;
- effective de-escalation and regulation strategies;
- communication preferences; and
- what helps the pupil feel safe, calm and ready to learn.

**Curriculum link:****Teachers use the One Page Profile to:**

- adapt task demand, pace and scaffolding;
- plan regulation-first routines before learning begins;
- reduce barriers to engagement; and
- respond consistently across subjects.

This ensures pupils experience predictability, safety and trust, which are essential prerequisites for cognitive learning.

## **2. Individual Learner Plan (ILP)**

The Individual Learner Plan translates EHCP outcomes, baseline assessment and therapeutic insight into bespoke curriculum adaptation.

### **The ILP:**

- identifies curriculum starting points alongside SEMH readiness;
- aligns academic priorities with emotional regulation capacity;
- sets out adaptive teaching strategies and reasonable adjustments; and
- ensures preparation for adulthood outcomes are woven into curriculum learning.

### **Curriculum link:**

#### **ILPs allow teachers to:**

- design learning sequences that pupils can emotionally tolerate and cognitively engage with;
- revisit and consolidate learning where emotional disruption has interrupted progress; and
- create meaningful progression tailored to individual trajectories rather than age-based norms.

## **3. Behaviour Management Plan (BMP)**

The Behaviour Management Plan is explicitly curriculum-enabling, recognising that challenging behaviour often reflects unmet emotional need, not unwillingness to learn.

### **The BMP:**

- identifies patterns, triggers and stress points;
- sets out preventative, relational and restorative strategies;
- supports emotionally regulated classroom participation; and
- ensures responses to difficulty are predictable, proportionate and therapeutic.

### **Curriculum link:**

#### **By addressing behaviour as communication, the BMP:**

- reduces disruption to learning time;
- enables pupils to remain present in lessons; and
- supports re-engagement following dysregulation so that learning continuity is restored.

## **4. Learner Targets**

Learner targets reflect both learning progress and emotional readiness, ensuring expectations are ambitious but achievable.

### **Targets:**

- are informed by assessment, observation and therapeutic insight;
- include academic, engagement and SEMH-related goals;
- inform daily lesson planning and intervention; and
- are reviewed regularly through professional discussion.

### **Curriculum link:**

Targets ensure that teaching responds dynamically to the pupil's emotional and cognitive state, promoting progress without triggering overwhelm or disengagement.

Review, Regulation and Professional Dialogue

### Individual needs planning at Oakwood School is sustained through:

- regular professional discussions between teachers, therapists and senior leaders;
- review of emotional regulation, engagement and learning progress together; and
- adjustment to curriculum pathways, teaching approaches or expectations where needed.

This integrated approach ensures pupils are emotionally available for learning, rather than excluded from curriculum due to SEMH need.

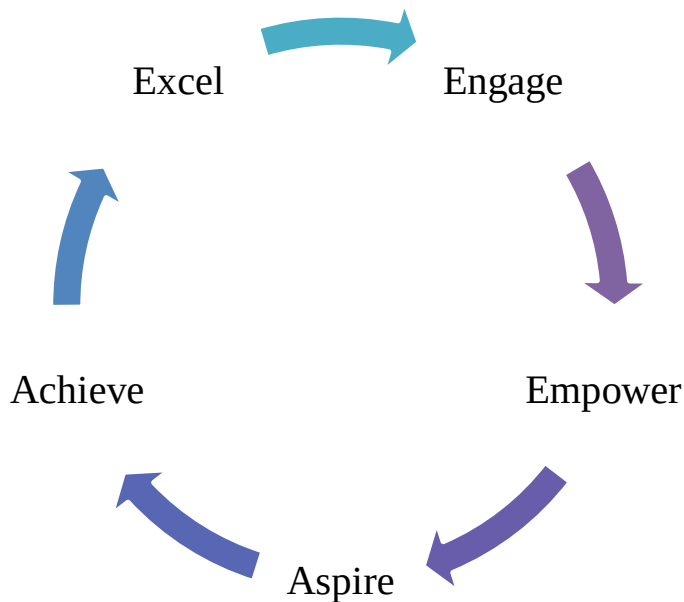
### Ofsted and Inspection Rationale

#### This framework demonstrates that Oakwood School:

- understands the inseparable relationship between SEMH and learning;
- uses therapeutic practice to enable, not replace, academic ambition;
- ensures consistency of response across staff and subjects; and
- secures equitable curriculum access for pupils with complex needs.

### Appendix 3: Curriculum drivers

Oakwood School's curriculum is guided by the core values of:



These values are supported by the school's behavioural expectations:



Together, these form the foundation of curriculum delivery, ensuring that pupils experience a consistent, therapeutic and structured learning environment.

The curriculum drivers translate these values into practical learning experiences across subjects, enrichment and wider school life.

## **The Role of Curriculum Drivers in an SEMH Context**

### **For pupils with SEMH needs, effective learning depends on:**

- feeling safe and emotionally regulated;
- being able to engage in learning with increasing confidence; and
- experiencing learning as meaningful, relevant and achievable.

### **The curriculum drivers ensure that:**

- teaching is responsive to emotional need as well as academic ability;
- expectations are consistent and predictable across the school;
- pupils can gradually tolerate challenge and build resilience; and
- learning supports both personal development and academic progress.

## **Oakwood Curriculum Drivers**

### **Engage**

The curriculum prioritises engagement to ensure pupils are emotionally and cognitively ready to learn.

#### **Curriculum focus:**

- re-engaging pupils with education through accessible and meaningful learning;
- using adaptive teaching strategies to reduce barriers to participation;
- promoting active involvement through practical, creative and experiential learning.

### **Empower**

The curriculum empowers pupils to develop confidence, independence and self-belief.

#### **Curriculum focus:**

- developing emotional literacy and self-regulation;
- building communication and decision-making skills;
- supporting pupils to take ownership of their learning and behaviour.

### **Aspire**

The curriculum raises aspirations by broadening pupils' understanding of future opportunities.

#### **Curriculum focus:**

- exposing pupils to a wide range of experiences, careers and pathways;
- linking learning to real-world contexts;
- developing long-term goals aligned to Preparing for Adulthood outcomes.

### **Achieve**

The curriculum ensures that all pupils can achieve success relative to their starting points.

#### **Curriculum focus:**

- securing progress in literacy, numeracy and subject knowledge;
- delivering appropriately sequenced and adapted learning;
- ensuring pupils experience achievement regularly to build motivation.

### **Excel**

The curriculum supports pupils to strive for their personal best.

#### **Curriculum focus:**

- promoting high expectations alongside appropriate support;
- encouraging persistence, resilience and pride in learning;
- recognising and building on individual strengths and interests.

## Behavioural Foundations: **Ready, Safe, Kind**

The curriculum is underpinned by the expectations that pupils are:

- **Ready** – prepared to learn and engage appropriately;
- **Safe** – able to regulate behaviour and understand risk;
- **Kind** – respectful, inclusive and relational in their interactions.

These expectations are embedded across curriculum delivery and support pupils' ability to access learning consistently.

At Oakwood School, curriculum drivers are implemented through a therapeutic and relational approach, ensuring that:

- emotional regulation is secured before academic demand;
- learning environments are predictable and structured;
- relationships are used as a foundation for engagement;
- teaching approaches are adapted to meet SEMH needs;
- pupils are supported to re-engage following periods of dysregulation.

This ensures that the curriculum is both accessible and ambitious, enabling pupils to make sustained progress.

**Curriculum drivers are embedded and reviewed through:**

- curriculum planning and schemes of work;
- learning walks and classroom observation;
- pupil voice and engagement measures; and
- assessment and progress monitoring.

**This ensures that drivers:**

- inform real classroom practice;
- support consistency across subjects; and
- contribute to improved pupil outcomes over time.

## 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 (6-8 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 (BKS8/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 |
|------------|----------------------------------------|--------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------|
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### 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<br>Teacher's records | Data outcomes<br>Pupil progress meetings | Pupil voice (Regular PEP/LAC meetings)<br>Termly learning conversation with carers & survey | Learning walks<br>Professional development meetings | Staff voice<br>Curriculum evaluations |
|------------|---------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------|
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