



Oakwood Community School Curriculum Policy Statement

Introduction

Oakwood Community School is set within 29 acres of picturesque countryside in Leicestershire. Our school includes two classroom blocks, sports hall, outdoor classroom, atrium, allotment area and forest area. We utilise these spaces daily and they are integral in the planning and delivery of the daily curriculum for our young people.

Purpose

We are committed to promoting pupils positive experience of education, through an ambitious and engaging curriculum. All of our staff are extremely caring and experienced when it comes to working with children. Our staff strive to build up trust as we believe in building positive relationships based upon mutual respect with all young people.

Developing resilience and a growth mindset is the key to success at Oakwood Community School, training young people to believe that you can improve ability, intelligence and performance and helping young people to be more effective and efficient. Growth mindset is proven to improve self-esteem and pro-social behaviours. It can reduce stress and aggression as well as increasing wellbeing and emotional functioning. This is achieved with our young people through praise, feedback and level of expectation. Giving pupils achievable, challenging but realistic expectations helps to develop a growth culture that values learning, education and development.

Each education staff member show the core values of the company in all they do, the core values are discussed in classes and displayed around school for young people and staff alike. Our core values are in place to help all pupils, they are to:

Develop Wisdom: to help you to think broadly about your future

Inspire Curiosity: to encourage you to be inquisitive and questioning

Foster Generosity: to teach you understanding, mutual respect and courtesy across all communities

Support Integrity: to back your courage, promote your resilience and the value of personal effort

Ignite Passion: to develop your enthusiasm, your sense of wonder, and your personal ambition.

Our young people arrive at school and have the opportunity to share some social time over a nurturing breakfast with staff and peers. Once they are well-fed the pupils head to classrooms to begin learning. Classes are based on a stage-not-age approach, with pupils placed in the group which best suits their learning styles and stage. Lessons throughout the school day are underpinned by the national curriculum but offer a more thematic approach. The bespoke curriculum is tailored to each child's individual needs, working on global areas of learning for all our pupils. These include:

Communication and language – We give our young people the opportunities to develop their language skills, hearing a rich language environment and having opportunities to develop confidence when speaking and expressing themselves. MFL teaching enables us to foster a greater understanding of language and how culture informs communication.

Physical Development – pupils can explore the space around them, they learn to be active and develop co-ordination and control of movement. They are given opportunities to develop an understanding of the importance of physical movement and activity, as well as learning about healthy choices of food and the impact diet and nutrition has on the body.

Personal, Social and Emotional Development – giving young people the opportunity to try new things outside of their comfort zone. Helping our pupils develop confidence in themselves and others, learning how to form lasting relationships. They learn how to manage their behaviour and emotions and to develop respect for others. This enables them to take into account the ideas and feelings of others and how to behave in a range of social situations. PSHE curriculum enables students to develop SCMS values and practical, functional life skills, aiming to foster a growing independence. Mindfulness, incentive programme, therapy dog are used to build up emotional intelligence and resilience.

Expressive Arts and Design – Our young people explore a wide range of materials, music, song and dance and have the chance to represent their own ideas in original ways. They have the chance to express themselves through lessons, extra-curricular activities and workshops as well as outdoor learning and mindfulness activities embedded into the curriculum.

Understanding the World – Pupils at have the opportunity to learn about themselves, to consider their likes and dislikes and how they are unique. Our young people learn about local communities, their environment and the wider world. They learn about technologies and their place in the developing technological world.

Functional Literacy – Young people are given opportunities to develop literacy skills, starting from sounds and letters up to reading and writing. Young people at Oakwood Community School are given a wide range of opportunities to work on reading, spelling and writing in a range of subject areas. All students have a dedicated English lesson each week, aimed at filling the gaps in prior learning and moving them on in their learning.

Functional Mathematics – Pupils begin with learning about basic number skills and counting, using number and understanding shape space and measure. They have dedicated maths lessons daily to develop these skills, working towards the four mathematical functions addition, subtraction, multiplication and division problems. Pupils learn how to use money, how to work to a budget and how numbers can be used in the world around us.

All pupils at Oakwood Community School are offered access to an ambitious curriculum of high-quality education adapted effectively. The students at Oakwood Community School work towards externally verified qualifications at Entry level, Functional Skills and GCSE. Older pupils also have access to Vocational options and AQA unit awards starting from KS2.

All teachers are required to produce appropriate schemes of work for their subjects, planning to introduce appropriate subject matter for the ages and aptitudes of pupils, allowing for different starting points. We offer opportunities for young people to experience success and security and for pupils to learn to take educational risks so that eventually they leave here good citizens; well prepared for adult life after school and motivated to achieve success.

Alongside the curriculum our school strives to:

- Keep carers/ parents informed
- Improve behaviour
- Encourage good attendance
- Ensure that the parent/ school partnership develops in a positive manner

Curriculum Subjects:

The school offers the following subjects:

- Maths
- English
- Science
- History
- Geography
- Physical Education
- Life Skills
- Modern Foreign Languages
- Outdoor Learning
- Relationship and Sexual Education
- Personal, Health, and Social Education
- Mindfulness/Yoga/Holistic
- EYFS Continuous Provision
- Drama

Qualifications include:

- AQA (Assessment & qualifications Alliance) Unit Awards
- AQA Entry Level
- G.C.S.E.
- Functional Skills – Maths and English

Strategies

Education staff will engage with an ongoing program of professional development to keep up-to-date with the latest trends and national developments to offer interesting and stimulating lessons.

Education staff members will demonstrate good knowledge and understanding of the subject matter being taught.

Progressive lesson planning will show good understanding of the aptitudes, needs and prior attainments of the pupils and ensure that these are taken into account in the differentiation of lessons.

The Headteacher will ensure that a framework is in place to assess pupils' work regularly and thoroughly so that education staff can use the assessment information to plan teaching so pupils can progress.

Each young person undergoes baseline GL assessments giving a spelling age, reading age and also complete a dyslexia and dyscalculia screening. This then allows teachers to prepare a tailor made IEP Boxall profile. All students are reassessed formally at regular intervals and at the end of each academic school year.

Students are offered age appropriate career guidance through lessons and through the involvement of an Independent Careers Guidance Advisor. Where appropriate, students are offered opportunities to engage in taster sessions and part-time options to attend local colleges and work experience as and when appropriate.