

Curriculum Policy



Oastlers Policy

Approved by Governing Body On	September 2025
To be Reviewed On	September 2026
Signed on Behalf of the Governing Body	David Ward

CONTEXT

Oastlers School has high expectations for every child, regardless of their background. Everything we do is in the best interest of our learners, first and foremost. The curriculum offer at Oastlers School is the vehicle by which our learners gain knowledge, the substance of education. We know that knowledge empowers! This then, is the very essence of our purpose, of our learning journey.

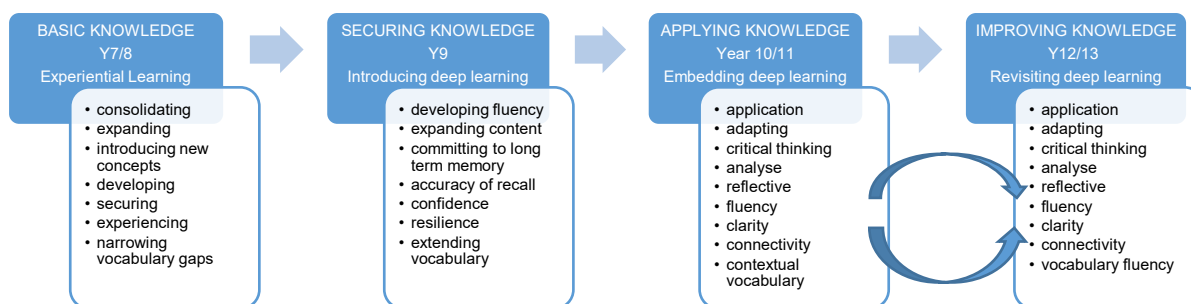
We are committed to 'getting it right' and recognise that with the valuable support of our parents, carers and supportive professionals we can be confident that our curriculum is indeed an exciting and meaningful journey. Our learners, their parents and carers are at the very heart of what we do.

INTENT

Learners will be provided with curriculum that is progressive, securing knowledge and skills that begins as soon as they enter the school. Our primary, thematic model that all our younger learners experience, importantly narrows gaps, and prepares our learners well for the more complex study of GCSE in Y10 and beyond. We provide this model to ensure learners acquire fundamental basics in order for them to progress and achieve.

Our 'Progression Model' outlines the approach we adopt in school to ensure all our learners enjoy an aspirational, supportive and positive learning experience that will prepare them for the future.

Oastlers Progression Model



IMPLEMENTATION

All our teachers have jointly planned the curriculum to ensure it is logically sequenced to support the development of deep knowledge. This means that subjects will have strong curricular links which support continued reinforcement of the new skills that learners receive in all the different parts of the curriculum. We understand that children strengthen their understanding of the world they live in if it is 'joined up', 'connected' and explained in a manner that is understandable to enquiring minds. We achieve this by rigorously pursuing high quality learning experiences, in the classroom and outside the classroom, that build on a child's previous experiences.

Children learn from repeated activities that help knowledge to become long term memories. This requires repeated visits to concepts and vocabulary through reading that not only supports greater comprehension but also increases word mastery. Consequently, our focus is on reading and reading activities.

Year 7 and Year 8 experience a nurturing and supportive transition, allowing learners to take risks with their learning in a secure and supportive environment. Taught in one classroom by a dedicated teacher, they access a rich, thematic curriculum that narrows gaps in prior learning. Learners consolidate, develop and secure their skills, knowledge and understanding with a continuous focus on reading, and the development of vocabulary. Learners develop confidence, address gaps in learning and establish a solid foundation for success in the next stage of their learning by studying core subjects, humanities and PSHRE. They access the wider curriculum through work in specialist areas of the school.

Year 9 are securing their knowledge, skills and understanding. We consider Y9 a transition year where learners begin to routinely move between classrooms and teachers, experience the full range of specialist teaching, and build on their experiences from Year 7 and 8. Learners will develop resilience as they expand their thinking, develop confidence, and expand their vocabulary and fluency in all subjects. This transition year is the introduction to the 'deeper thinking' required for GCSE courses and the Key Stage 4 curriculum.

Year 10 and Year 11 undertake core subjects, and are guided into option choices based on their individual knowledge, skills and talents. Both GCSE and Vocational courses are taught to ensure that the needs of all learners are met. Learners in Years 10 and 11 are increasingly developing clarity of thinking, and making connections between subjects and skills as they work towards national qualifications and plan for their future education, employment or training.

Churchill and Leonardo DaVinci

Across both sites, we offer a vertical group; Churchill at Bradford and Leonardo DaVinci at Keighley. We offer a bespoke learning package designed to re-engage learners who have experienced gaps in their education or who are working significantly below age-related expectations, which can often result in them presenting in a dysregulated state. We provide a highly adaptive and personalised curriculum for a group of learners, carefully tailored to meet their individual needs and starting points. Across both sites, a strong emphasis is placed on literacy and numeracy, both in terms of achieving meaningful qualification outcomes and, equally importantly, developing essential life and social skills. Our curriculum is delivered through an experiential, hands-on, nurturing, topic-based approach that incorporates a range of learning styles across both core and foundation subjects, enabling strong cross-curricular links to be made.

By accessing learning that is pitched at the right level, learners experience success, develop confidence in their abilities, and develop a more positive attitude towards learning, which supports both their academic progress and personal development.

Churchill and Leonardo DaVinci tailor their curriculum at each site, to fit the individualised needs of learners.

OPTIONS SYSTEM

- All learners study the core curriculum subjects, which are English, mathematics, science, citizenship, religious education, RSE, PSCHÉ, computing and physical education.
- Option choices – all learners then choose 2 subjects from the list of courses offered or choose to attend the James Project (motor mechanics) for one day per week.

SUBJECT CHOICES

OCR Cambridge National in Creative iMedia Level1/ 2	UAL Level 2 Diploma in Music Performance & Production or Music Technology
GCSE Design and Technology	BTEC Level 1/2 Health & Social Care
NCFE L2 Cert in Food & Cookery	BTEC Level 1/ 2 Tech Award in Sports
NCFE L1 Award in Photography	UAL L2 Diploma in Performance & Production Arts
AQA GCSE English Literature	

Vocational Off-site

Level 1 IVQ Certificate in Motor Vehicle Systems	JAMES Project
Level 1 Certificate in Skills for Employment in Construction	Oastlers Keighley

IMPACT

The learning journey at Oastlers is designed to guide learners through a seamless and progressive journey that results in well informed, well rounded young people who are able to secure a positive future for themselves.

We will know that we have been successful when our learners leave us with the necessary skills, techniques and knowledge that they are able to apply to situations that are both familiar and unfamiliar, successfully navigating themselves into a professional workplace, further education or training.

We are committed to the currency of GCSE (and equivalent) outcomes at Level 1 and Level 2 that in turn provides a platform for a lifetime of continuous discovery. We know that our planned learning journey has been successful because all our learners complete study with quality, accredited outcomes that can be built upon. Education is not merely about examination outcomes, it is about developing confident, self-assured citizens who contribute positively into the social and economic well-being of self, family and community.

BSquared – Connecting Steps

BSquared is a cloud-based data management platform which allows schools to track and evidence progress over time. This system allows teachers to record ongoing assessments against learning objective as opposed to relying on one-off tests. The system aggregates this information into reports and analytics allowing teachers, leaders and inspectors to see how individual learners are developing from individual starting points, enabling secure communication and updates termly to parents and carers. Each learner starts from an individual starting point, developing a setting to work through the connecting steps system. All future assessments and data uploads are compared back to the original starting point, allowing a genuine progress over time in a personalised and meaningful way.

This system has been implemented for our lowest ability year 7 cohort who are currently working below age related expectations, through an early years curriculum/KS1. This allows a true reflection of the small progression steps which are being made, as opposed to one big formal assessment. The system allows for 4 steps from awareness to mastered.

Early Years/KS1 Curriculum

Due to a changing demographic, part of our year 7 cohort works in an environment which is highly tailored to their bespoke needs. This year 7 curriculum offers a bespoke learning package designed for learners who are working to re-engage, who are working significantly below age related expectations. This curriculum and environment provides a highly adaptive and personalised curriculum for a group of learners who are working at early years/ks1, to meet their individual needs and starting points.

Through this curriculum, we offer a wide range of interventions. A strong emphasis is placed on literacy and numeracy, through the offer of Ruth Miskin Fresh Start Programme, the use of Colourful Semantics and hands-on, experiential approaches to all topic-based learning. This group of our cohort are accessing a creative curriculum to support their tailored approach, enabling cross-curriculum links to be made.

We currently cater this adapted offer across both our Bradford and Keighley sites. Both groups follow the same offer across the sites but adapted to individual needs and starting points. Curriculum planning and resources are shared across the sites, adapted to fit the needs of learners in each group.

The success of accessing learning which is pitched at the right level allows learners to experience success, boosting confidence and developing a positive attitude towards school and learning. This will have a positive affect on all aspects, including attendance.

Please refer to the executive summary for Curriculum Keighley.

Sixth Form

Our sixth form offer enhances learners' understanding of society and their role within it, helping them develop confidence, communication, and leadership skills. We offer a wide range of educational, social, and cultural experiences, which form the foundation of key skills providing a tailored educational journey. Learners can also specialise in their chosen subjects through our whole-school options offer, while also having the opportunity to gain additional qualifications via alternative provisions.

The curriculum also incorporates English and maths to support learners in reaching GCSE grade 4 or higher, helping to ensure they can progress alongside their peers. The curriculum offers opportunities for independent study, enabling learners to follow and achieve a bespoke learning pathway through the AQA Unit Award Scheme and take ownership of their learning journey.

Learners also complete a Level 3 First Aid qualification accredited to RQF standards, equipping them with essential, nationally recognised skills that enhance both their personal development and employability.

Our inclusive, experiential approach encourages collaboration, reflection, and growth, preparing learners for employment, apprenticeships, college, or university. This is further strengthened through our involvement in the Gatsby Benchmark Programme, which ensures that every learner has access to clear pathways into apprenticeships, work experience, and further or higher education, supported by personalised guidance and direct contact with employers and education providers, guiding learners with their next steps.

Spiritual, Moral, Social and Cultural development and the promotion of British Values: At Oastlers we recognise that the personal development of learners (spiritually, morally, socially and culturally) plays a significant part in their ability to learn and achieve. We understand that SMSC forms part of the foundations that support children's ongoing development and ability to learn. We therefore aim to provide an education that provides learners with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

All National Curriculum subjects provide opportunities to promote learners' spiritual, moral, social and cultural development. Within our school the integrity and spirituality of learners from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and learners will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals, and showing respect for learners and their families. The school community will be a place where learners can find acceptance for themselves as unique individuals, and where the opportunity to start again is fundamental to the ethos of the school and is encouraged through the development of resilience.

Learners will differentiate between right and wrong, in as far as their actions affect other people. They will be encouraged to value themselves and others. Learners should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate learners' work and achievements.

Spiritual Development: As a school we aim to provide learning opportunities that will enable learners to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness, reflection and mindfulness.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development: As a school we aim to provide learning opportunities that will enable learners to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

Social Development: As a school we aim to promote opportunities that will enable learners to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

Cultural Development: As a school we aim to promote opportunities that will enable learners to:

- Recognise the value and richness of cultural diversity in Britain, and how this influences individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national and global dimensions.

British Values: The DfE reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Prevent Strategy recognises the importance of schools in counter-terrorism activities. Oastlers school promotes British Values through the school's curriculum and aims to exemplify the values of British Citizens including

- Democracy
- Respect of the rule of law
- Appreciation of the rights of other citizens
- Individual liberty
- The promotion of opportunities for all
- Support for those who cannot, by themselves, sustain a dignified lifestyle
- Religious tolerance and respect for cultural diversity
- Treating others with fairness
- Participation in community life
- The contribution to, as well as the benefit from, cultural and economic resources

British Values are promoted through the 'Character Development' strand of our curriculum

Character Development: This aspect of our curriculum includes personal, social and health education, citizenship education and religious education (RE), and is taught across all year groups on order to develop 'Cultural Capital' in our learners. Citizenship and RE are delivered by specialist teachers, and in Year 7 and 8 (The Primary Model) class teachers deliver this content.

Relationships and Sex Education:

At Oastlers School, Relationships and Sex Education (RSE) is delivered through a carefully planned and sequenced curriculum that reflects statutory guidance and the needs of our learners. RSE is supported by strong cross-curricular links with Personal, Social and Health Education (PSHE), Citizenship, Religious Education (RE), and Science across Key Stages 3 and 4. This integrated approach ensures that students receive clear, consistent and reinforcing messages about relationships, physical and mental health, safety, respect, consent and personal development. Our curriculum is designed to be age-appropriate, inclusive and sensitive, enabling students to develop the knowledge, skills and confidence to make informed and responsible decisions. An overview of learning for each year group is available on the school website within the RSE curriculum overview, which outlines key topics, themes and progression across Key Stages 3 and 4. This ensures that parents, carers and students are fully informed about the content and structure of the RSE programme. For further information, please refer to the school's RSE Policy.

Any RSE lesson may consider questions or issues that some learners will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When learners ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the learners, the question may be dealt with individually at another time.

RSE lessons focus more on the emotional aspects of relationships and development, with the physical aspects of puberty and reproduction included through the science curriculum. The science National Curriculum is delivered by specialist staff in the science department, and these lessons are focussed on the physical aspects of development and reproduction.

Ethnic and Cultural Groups: We intend our RSE curriculum to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental/carers requests and concerns.

Special Educational Needs and Disabilities: We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our learners, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation: We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Learners from Relationships and Sex Education: Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the relationship and sex education except for those parts included in the statutory National Curriculum (i.e. within Science lessons). We would make alternative arrangements for those learners in such cases. Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents/carers are welcome to review any RSE resources the school uses.

Literacy and 'Drop Everything And Read' (DEAR): At Oastlers School we recognise that at the heart of improving literacy skills is the opportunity to practise them. Improving literacy and learning can have an impact on learners' self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering.

Our school curriculum is underpinned by developing learners' abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping learners to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the learner for life after school.

Our whole school literacy policy ensures that all lessons, regardless of subject, provide opportunities for learners to develop their literacy skills.

We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. Our aim is to develop each learner's potential to the point where they are reading at, or above, their chronological age.

We use a school wide approach to developing reading daily in Form Time - 'Drop Everything and Read' (DEAR), where every student is involved in reading simultaneously in order to strengthen their literacy and vocabulary skills. A range of different reading activities are on offer including Lexia Core5 and Lexia Power Up. These are a digital reading programs which focus on phonics, reading comprehension, vocabulary acquisition, grammar and spelling. In addition to this learners can select a reading age appropriate book from the library and are given opportunities to read online news reports and magazines either independently or with 1-1 support.

A baseline reading assessment is conducted for all learners in the school, and reading ages are regularly re-assessed to measure progress with this vital skill.

Careers Information, Advice and Guidance (CIAG): In order to provide numerous opportunities for career planning and guidance we offer all learners for Year 9 onwards CIAG opportunities as follows:

- Career focussed assemblies
- Visiting employers who come to the school to host workshops and advice sessions
- Links with employers for work experience opportunities
- Visits to careers fairs and local recruitment events
- Visits from groups of similar local businesses, such as banks and building societies
- A visiting careers adviser, who conducts one to one careers interviews with learners
- The Gatsby Benchmark Programme which provides a pathway for learners into apprenticeships, plus personal guidance and contact with employers, who may then directly support learners who show interest in that particular field of employment.

Work Experience

Learners in KS4 and KS5 will have opportunities to experience the world of work at a level that suits them. Learners will be offered a range of work experience opportunities tailored to their needs, including immersive days, residential opportunities, traditional 5–10 day work placements, and virtual experiences where required. Recent employers involved have included Melrose Interiors, Mansfield Pollard, @6fitgym, Lilly's Café and Chivers Solicitors.

Homework: At Oastlers we recognise that our learners come from complex and challenging backgrounds, and there may be many reasons why learners are unable to complete work at home

In Key Stage 3, homework is set only as a result of learner or parental request. In Key Stage 4, homework focusses on revision skills and tasks in preparation for examinations, and where the learner is unable to complete this at home, they are supported to do so in school.

Assessment

Assessment for Learning and formative assessment is used by teachers on a day to day basis to judge the learners progress and their acquisition of new skills and knowledge. This can take the form of verbal feedback, self assessment, target setting, peer assessment, light touch marking, and written comments in books.

Intent

Our assessment strategy is designed to secure high-quality, inclusive provision for learners who typically enter significantly below age-related expectations (76.24% in reading and 78.22% in maths across Years 7–9 in Bradford and Keighley). Key Stage 2 data is unavailable for current Year 10 and 11 cohorts due to COVID-19 disruption.

The strategy aims to develop a holistic understanding of each learner, ensuring provision is shaped by accurate, responsive data. Assessment supports personalised planning and intervention through PIPs and EHCP targets (E and F), early identification of need, smooth transitions, and strong parent/carer engagement. A core intention is to develop learner ownership, independence, and understanding of their individual learning journey.

Implementation

Assessment begins on entry with baseline measures in English, maths, science, WRAT, and phonics, alongside emotional and communication assessments. Ongoing curriculum-based teacher assessment is used to track progress from individual starting points and inform teaching and intervention.

Learners use progress ladders in their books to break learning into small, achievable steps, enabling them to identify what has been secured and what comes next. Regular target-setting, clear feedback, and structured review cycles support reflection and motivation.

Wellbeing and engagement are monitored through the Boxall Profile (termly), ATL scores (half-termly), communication passports, and screening tools including GL (SpLD) and Fun Moves (DCD). Progress is tracked through Arbor using small-step “working towards” measures, Assertive Mentoring, and termly EHCP and PIP reviews.

Targeted interventions address phonics, reading, SEMH, subject gaps, and dyslexia-type needs, with effectiveness reviewed half-termly or termly using a combination of academic, emotional, and provision data. Placement within provision is reviewed termly to ensure it remains appropriate.

Quality assurance is led by SLT and middle leaders through learning walks, observations, and work scrutiny. Findings inform CPD, curriculum refinement, and intervention design, with regular departmental meetings supporting reflective practice.

Impact

As a result of this approach, learners clearly understand their starting points, progress, and next steps. They are increasingly independent, motivated, and able to articulate their learning journey. Assessment information is used effectively to adapt teaching, deploy timely intervention, and secure measurable progress from low starting points across academic, emotional, and social domains. Parents and carers are well informed through weekly updates, termly reviews, learner showcases, consultation events, and annual reports, with EP involvement where further assessment is required. Overall, the strategy ensures responsive teaching, effective intervention, and sustained improvement, maintaining high expectations and enabling all learners to make strong progress across the curriculum.

Reporting to Parents and Carers

Parents and carers are kept informed about their child's progress through a variety of means, including:

- Fortnightly telephone calls
- Parent consultation events
- A written report, twice yearly.

ENRICHMENT

Educational visits and/or in-school experiences may be included in the curriculum, where appropriate, to provide learning opportunities that are complementary to and extend beyond classroom based activities. They enable learners to:

Educational visits and in-school experiences may be incorporated into the curriculum, where appropriate, to enhance learning opportunities that complement and extend beyond classroom-based activities. Such experiences can also support learners wellbeing by promoting positive social interaction, engagement, and confidence, and may play a valuable role in supporting our learners who have experienced trauma by providing safe, structured opportunities for connection, emotional development, and positive experiences beyond the classroom.

- Undergo experiences not available in the classroom
- Learn from first hand experiences
- Develop investigate skills
- Gain confidence in experiences outside the school
- Interact with the general public
- Develop independence

Examples of recent education visits include:

- Visit to Bolling Hall Museum
- Fire station visit
- Residential visit to Coniston
- Theatre visits
- Residential visit to London
- Army residential
- Residential to Malham

Examples of recent enrichment activities in school include:

- STEM days
- Diversity workshop
- Police workshops
- Animation workshops
- Visiting musicians
- Viking workshop

Examples of regular weekly enrichment clubs includes:

- Outdoor football
- Cricket
- Samba band
- Chill Club
- Film Club
- Drama Club
- Art Club.
- Games hub
- ICT club
- Cooking club
- Board games
- Pool club

MONITORING, EVALUATION, AND POLICY REVIEW

The Headteacher and Governing Body will co-ordinate the monitoring and review cycle.

This will include activities such as:

- Analysing progress data
- Moderating assessment data
- Observing lessons
- Book scrutinies
- Curriculum development and planning
- Initiating training/workshop opportunities with a specific focus.

Other policies to read in conjunction with this policy:

- Literacy Policy
- Relationships and Sex Education Policy
- Sixth Form Policy
- Behaviour Policy
- Special Educational Needs and Disability Policy (SEND)
- Feedback and Assessment Policy