

# Curriculum Policy



## Oastlers Policy

<b>Approved by Governing Body On</b>	<b>November 2019</b>
<b>To be Reviewed On</b>	<b>November 2021</b>
<b>Signed on Behalf of the Governing Body</b>	

## 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.

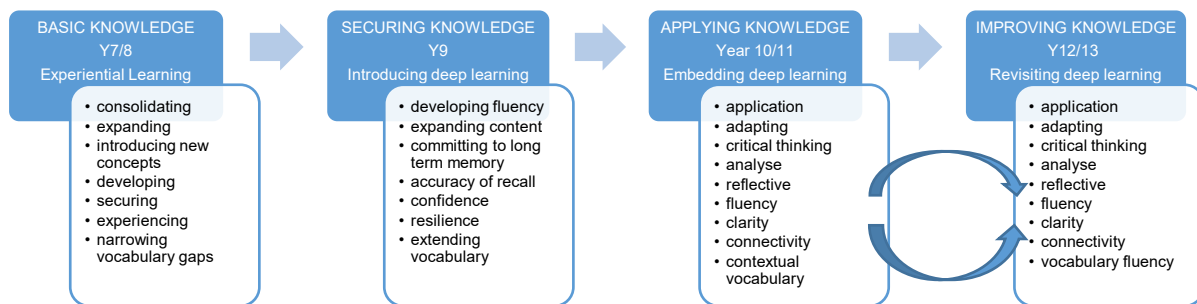
We are committed to 'getting it right' and recognise that with the valuable support of our parents, carers and supportive professionals we can be confident that our curriculum is indeed an exciting and meaningful journey. Our learners, their parents and carers are at the very heart of what we do.

## 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** offers a bespoke learning package that is designed to re-engage learners that have suffered significant trauma or loss which subsequently results in them presenting in a dysregulated state. We provide a highly differentiated curriculum for each learner; tailored to meet their individual needs. Churchill focuses on literacy and numeracy both in terms of qualification outcomes and equally important life skills. Churchill provides experiential hands on learning through a topic based approach, incorporating different learning styles across core and foundation subjects. In doing this, strong "cross curricular" links are made.

**KS4 option choices at 2019/2020**

GCSE Fine Art and Design	Level 1 / 2 Hospitality and Catering
Level 1/2 Certificate in Business and Enterprise	Level 1/ 2 Technical Award in Music Practice
BTEC Technical Award Digital-Information Technology	Level 2 Technical Award in Music Technology
GCSE Design and Technology	GCSE Media Studies
BTEC Level 1/ 2 First Award in Health and Social Care	BTEC Level 1/ 2 First Award in Sports
GCSE History	BTEC Technical Level 1/ 2 Travel and Tourism

**Vocational off-site courses**

Introduction to Motor Vehicles Maintenance	James Project
Construction	Bradford College
Early Years Child Care	Bradford College
Hairdressing & Beauty Therapy	Bradford College
BTEC Level ½ First Award in Sport	Bradford College

**Sixth Form:** Our Post 16 curriculum enables all post-16 learners to fulfil their potential, providing them with opportunities for vocational, educational and career development to ensure access to future employment.

Within Post 16 an experiential approach is taken to the learner's development. Multi-agency collaboration, along with our work experience programme will enable our learners to access a range of employment, educational and business opportunities in a range of diverse environments such as with local colleges, employers and the community.

Our Post 16 curriculum uses differentiated learning activities and increases subject knowledge so that learners will achieve an improved outcome at GCSE (in the event that a minimum of Grade 4 was not secured previously), or secure new Post 16 outcomes. Our Vocational courses offer options such as Construction, Hair and Beauty, ICT, Mechanics or any other bespoke course that meets an individual learner's needs. Life-skills training sessions are embedded in the Post 16 curriculum to give our learners the best possible preparation to be independent, make better choices and have a healthy lifestyle out of the school environment. Our involvement with the Gatsby Benchmark Programme

provides a clear pathway for every 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.

Additionally, sixth form learners will access other qualifications such as Save Lives at Work, a Level 3 First Aid course or Basic Food Hygiene or other short courses to boost employability.

***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 in 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:** Oastlers School specifically delivers Relationships and Sex Education (RSE) through its Character Development strand, and through science lessons at KS3, and KS4. Teachers generally deliver this aspect of the curriculum with support from external professionals where appropriate. Form tutors and our staff in the school's sanctuary, who have worked closely with learners over a number of years are also involved, as they are usually the best people to work with learners on many of the RSE topics where individual sensitivity is needed due to prior experiences or home life.

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/carer 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 questions 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 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 Key Stage 4 all engage in 5-10 days of work experience, placed in a local business or community placement. This is jointly arranged by local employers and the school. Recent businesses involved have included JCT600, Mansfield Pollard, and Bradford NHS Foundation Trust.

**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.

## **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 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 when 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, assured citizens who contribute positively into the social, emotional and economic well-being of self, family and community

### **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.

Summative assessment occurs every half term (six times per year), where a learner is assessed against a set of criteria for each subject, which results in them being awarded a numerical level, where 9 is the highest level that can be achieved. These equate directly to GCSE outcomes. Learners also receive a grading for their 'Attitude to Learning' at the same time, which is again a numerical scale, with 1 equating to the most positive attitude towards learning, and 4 the least positive.

Learners reading ages are assessed twice per year to monitor progress and to provide appropriate reading interventions where necessary. Additionally, a series of baseline assessments are carried out at KS3 using GL Assessments which help us identify reading, spelling, cognitive ability and attitude to learning.

### **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:

- 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

Examples of recent enrichment activities in school include:

- STEM days
- Pottery 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.

## **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