

Oakmont Education

Policy



Curriculum

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Introduction

Oakmont School pupils will access a broad, balanced curriculum which provides challenge, continuity and progression and takes individual abilities, interests and learning differences into account. Most pupils have had a difficult or interrupted educational experience prior to joining us, so fostering positive and secure relationships between staff and pupils is key to creating a safe learning space for all.

The foundation of Oakmont School's curriculum is the Curriculum for Wales. There are six Areas of Learning and Experience (AoLE) that form the Curriculum for Wales:

- Expressive Arts
- Health and Wellbeing
- Humanities
- Language Literacy and Communication
- Science and Technology
- Maths and Numeracy

Each AoLE has a number of What Matters statements, which ensure breadth and coverage of the fundamental key concepts within that area of learning.

Our curriculum will include a strong focus on emotional wellbeing, as young people learn best and achieve more when they are regulated and contented. They will practice and develop social skills, independent living skills, and through a variety of experiences develop an understanding of their place in our school community and the wider world. We help pupils understand how to find and maintain safe boundaries virtual, emotional and physical and will ensure every pupil understands both their rights and their responsibilities within their communities.

Our curriculum meets the Independent School Standards and includes not only the formal academic subjects and requirements, but also a range of vocational and life skills designed to benefit and enrich the experiences of the pupils, promote curiosity, personal growth and self-confidence. We develop activities and lessons that meet the objectives on our pupils' Statement of Educational Needs, or IDP's and foster a culture of learning that is reflective of the whole child, evaluative and collaborative with pupils and their parent and carers. We are aiming to redress any gaps in pupil learning and looking to provide our young people with both the cross-curricular and life skills that will be necessary for a successful life beyond school.

Aims

Our aims, in line with national goals, are for our pupils to become:

- Ambitious capable learners ready to learn throughout their lives
- Enterprising creative contributors, ready to play a full part in life and work
- Ethical informed citizens of Wales and the world
- Healthy and confident individuals, ready to lead fulfilling lives as valued members of society

As a school we aim to

- create and maintain a stimulating and enriching learning environment where every pupil has a voice and becomes engaged in their learning
- develop a sense of our school as a safe, supportive learning community
- enable all pupils to learn at their own pace, developing skills as well as knowledge
- develop and promote self-belief and aspiration in line with the school's core values and those of the Curriculum for Wales
- meet the objectives listed on pupil's Statement of Educational Needs or Individual Development Plan
- encourage pupils to both lead on and contribute to their learning and that of their peers
- help each pupil understand their emotions and develop self-regulation
- work with pupils to create a pathway that ensures transition to education or employment after school
- recognise the role of parents and carers in their child's education and include them in decision making relating to their child

Additional learning needs

Pupils of Oakmont School have additional learning needs and addressing these needs will be at the heart of all curriculum planning, to ensure each pupil's best chance of progression from their starting point with us. Please see the ALN Policy for further detail.

Ensuring staff are trained in careers and work-related learning

Assessment and Reporting

Assessment, recording and reporting are an integral part of curriculum planning. Assessment guides the teaching and learning process, informing of next steps and ensuring that activities and differentiation matches individual pupil needs and provides equity.

Pupils are assessed within the first six weeks of joining us (or as close to that as is possible as transitions can be challenging for some pupils). These assessments will include reading, spelling, numeracy and wellbeing and will be repeated bi-annually as part of the pupil tracking process. This assessment data in conjunction with the objectives from individual Statements or IDPs will be used as the basis for all target setting and planning.

Individual pupil targets are set in literacy, numeracy and wellbeing and shared with pupils, parents/carers and reviewed half-termly. Where appropriate, pupils play a part in assessing whether targets have been met and can be amended or whether they need further time to be developed and embedded.

Pupil learning experiences and progress across the curriculum are recorded and tracked, using both the assessment data and via Building Blocks, a comprehensive planning, recording and reporting portal. Parents and carers receive written reports twice a year at the end of both the Autumn and Summer terms and while there will be regular, formal opportunities to view pupil work and review pupil progress in person, we have an open-door policy regarding visiting school to discuss pupil progress.

There will be a Person-Centred Review for each pupil each year which the pupil, Parents and carers and external agencies will contribute to and attend.

Curriculum Content and Delivery

We aim for all pupils to work within a group of their peers. Pupils may be grouped according to their ability, their age or social and emotional needs. Each group follows a one-week timetable of both classroom based and off-site activities.

The curriculum is delivered in a manner that it is both age appropriate and suited to the capabilities of the student. The teaching methods used will be varied, employing a variety of whole class, paired and individual teaching methods. Differentiation and scaffolding will be essential to ensure equity for all pupils.

Planning for each pupil group will be thematic in approach, teacher led but incorporate learner voice and interest. We aim to provide authentic, context rich learning experiences based on the six AoLE's named above, with pupils working within the most appropriate Progression Step for them. We aim for an even coverage across the 'What Matters' Statements of all six areas across an academic year.

Pupils from Y5-Y9 will follow a curriculum based on the Curriculum for Wales six Areas of Learning and Experience as outlined above. There will be regular physical activity each week and a strong focus on creative arts and PSHE in line with both pupil interests and assessment data.

Pupils from Y10 and above may follow accredited courses such as WJEC Entry Pathways, Entry Level, GCSE's, BTEC and Asdan qualifications. Pupils also have the opportunity to access accreditation through other third-party providers, such as First Aid, Food Hygiene and E-safety and assorted sporting bodies.

Throughout all year groups, the cross curricular skills of literacy, numeracy and digital competency will be planned for, integrated and tracked. All pupils will receive instruction in Relationships and Sexuality Education (RSE) and Religion, Values and Ethics (RVE) as well as guidance on Careers and the World Related Experience (CWRE). Pathways for transition, whether to college or the workplace, will be carefully planned for and supported on an individual basis and in consultation with parents and carers. Careers Wales will participate in all Person-Centred Reviews for pupils in Year 9 and above.

Each pupil will have access to therapeutic interventions and appropriate psycho-education to support the development of self-regulation and emotional literacy. As the capacity for self-regulation grows, the ability to access the curriculum increases. All support will be tailored to the wellbeing needs of each pupil as outlined via assessments or through any presenting issues or concerns pupils may have. Interventions may be delivered by school staff trained in approaches such as ELSA, sensory play, Therapeutic Life Story Work or Think Bricks as well as by external specialist staff such as play therapists, Speech and Language therapists and Occupational Therapists.

Enriching the curriculum

Pupils will access a wide range of curriculum enriching activities such as:

- Educational visits linked to classroom-based learning.
- Opportunities for off-site education from specialist providers such as sports coaching
- Regular visitors to the school who will share their knowledge and expertise, experiences and values (such as the Police or local PCSOs, Charity representatives and members of the local community.)
- Learning opportunities from visits, or visitors, focussed around the transition to and preparing for adult life.
- Careers advice and experience via curriculum activities, specialist visits and workshops and through Careers Wales who attend all PCR meetings for pupils in Year 9 and above.

Feedback

Feedback to pupils may be both verbal and or written according to the nature of the learning taking place and the capacity of the student (please read in conjunction with the Marking Policy). Feedback will be positive and ensure the pupil understands what they are doing well and the clear next steps. Feedback on cross curricular skills will be clear and underpinning cross curricular learning will be the individual pupil targets. All pupils will be aware of what they are working on now and what they need to do to in order to meet their personal targets.

Monitoring and review

The curriculum we deliver is reviewed and developed continually as part of school self-evaluation processes. Whilst a formal review of the curriculum and the Curriculum Policy takes place annually, there will be continuous opportunities for teaching staff to evaluate and develop the curriculum as a team throughout the academic year and in conjunction with student or parent/carer feedback.

Parental curriculum complaints

If a parent or carer wishes to complain about the curriculum a child is following at Oakmont School, then they should follow the procedures outlined in the school's Complaints Policy.

Link with other policies

ALN
Educational visits
EAL
Teaching and Learning

Monitoring

The monitoring process will involve the collection and analysis of data including learner attainment, teacher performance, curriculum delivery and stakeholder feedback. The review process will be conducted annually.