


# Curriculum

Oracle School - Bedford  
Policy & Procedure 006



<b>Policy</b>	Curriculum Policy 006
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<b>Author</b>	Rob Arrowsmith, Executive Headteacher
<b>Signed</b>	

At Oracle School, pupils are entitled to a curriculum which contributes to a well-balanced education, developing the abilities and life skills of individual students so that they may become valuable, positive and active place in society. The entitlement is for all pupils at Oracle School, regardless of age, gender, race, religion or disability.

## Aim

Our aspirations are that pupils leave Oracle School with a range of academic qualifications and social skills that will stay with them throughout their adult life. Pupil progress in these areas will form the foundation of future success in their employment, their independence and will enable them to become effective members of their local communities.

**COVID-19: Due to the ongoing pandemic we have a flexible approach for pupils who need to self-isolate. For those pupils the learning will be delivered and planned through the Century learning platform. More information can be found in or Remote Learning Policy.**

## Curriculum Vision/Values

- **Better Together:** Developing a culture of collaborative and independent learning.
- **Nurturing Environments:** To provide an inspirational, supportive and safe learning environment where pupils actively participate in all learning opportunities.
- **Tailored Education:** Promote personal and academic achievement where pupils will enjoy learning, celebrate successes and recognise the importance of education.

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- **Child Focused:** To remove barriers to learning, promoting independence, confidence and resilience, developing individual's talents and interests.
- **Therapeutically Informed:** Provide an environment where all pupils are challenged, encouraged and receive the right level of support.
- **Committed to Training:** Facilitate active and reflective learning opportunities for staff and pupils.
- **High Expectations:** To nurture the academic and personal qualities that will enable each pupil to maximise their potential and become confident and competent members of society.

### The curriculum shall demonstrate:

#### Breadth

Our pupils will be introduced to the elements of learning, knowledge, understanding, concepts, skills and attitudes, incorporating human, social and political, linguistic and literary, mathematical, moral and ethical, physical, scientific, spiritual, technological and creative aspects of the curriculum.

#### Balance

All pupils will benefit from an appropriate whole school curriculum that can be tailored to suit the needs and abilities of individual pupils. Amendments to an individual pupil's curriculum will be done in consultation with the young people so they can help influence their own learning pathways

#### Coherence

Careful planning will ensure that pupils know how to progress and have the opportunity to maximise their potential and overall attainment.

#### Relevance

The curriculum will be appropriate to pupils providing opportunities to respond to changes in modern society and allowing reflection on previous experience.

#### Pedagogy

We will always remain child focused. The needs of individual pupils will remain central to what we do. Pupils are encouraged to take an active role in their personal development, sharing with teachers how they learn and evaluating their progress.

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### **Linguistic:**

Due to the nature of our pupils and their educational journey, this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. Many of our pupils have difficulties with written and expressive language and therefore English is taught discreetly as well as being supported and developed through all other subjects.

### **Mathematical:**

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. Mathematics is taught across all Key Stages.

### **Scientific:**

This is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Science is taught in all Key Stages.

### **Technological:**

These skills include information and communication technology and computer science. This helps pupils to develop the skills they need for the future workplace and to be digitally aware learners. Food Technology is taught as a weekly subject throughout all Key Stages with pupils in KS4 able to sit a GCSE in the subject.

### **Human and Social:**

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. History is taught in KS2&3 with an option for a qualification in KS4. PSHRE and Citizenship are taught across all Key Stages. Career & Life Skills are taught as a weekly subject to KS3&4 Pupils with additional careers learning being embedded into the subject areas.

### **Physical:**

This area aims to develop the pupils; physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. Due to small class sizes traditional team sports are restricted. Our PE curriculum focuses on physical literacy, discrete self-regulation and emotional awareness and wellbeing, through timetabled PE lessons and outdoor activities. All pupils have regular opportunities throughout the week for physical exercise and a number of KS4 pupils are working towards their Duke of Edinburgh Bronze

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awards.

### **Aesthetic and Creative:**

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils are encouraged to demonstrate their learning in a variety of ways. Art is taught across all Key Stages. Music is offered on a weekly basis as either an additional lesson, or through music therapy sessions.

### **Intent**

Oracle School's objective is to provide an inspirational learning environment where pupils are encouraged to actively participate in all learning opportunities; where pupils will enjoy learning, celebrate achievement and recognise the importance of education; and to nurture the qualities that will enable each pupil to become confident and competent members of society.

These objectives are central to our curriculum which focuses on pupils' well-being, learning and preparation for adulthood.

The Curriculum Intent was carefully devised to consider the skills and qualities that we consider to be essential in order to become a healthy and successful adult. Our Curriculum has been developed to support each pupil's holistic development. The Oracle curriculum allows us to focus on academic achievement, personal wellbeing and relationships and recognizes the core characteristics which we feel are essential to be developed if young people are to become successful adults. Our curriculum includes all elements of British values and SMSC and each subject has a curriculum which incorporates progress towards these elements.

### **Implementation**

We have 6 periods each day which are 45 minutes long. Teachers work hard to plan learning through active and engaging experiences which allow for progression and identify next steps for pupil development.

### **Learning:**

Our school, across each key stage, is based on the principles of 'nurture' with a clear focus on understanding behaviour, improving communication, building strong learning foundations and developing self-esteem. The school provides a safe and supportive space with key adults. As pupils move through the school the level of independence expected increases and support offered becomes more tailored to the needs of each pupil. Pupils at Oracle School can access GCSE's or Functional Skills dependent on

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their ability levels and aspirations. Subjects taught include; English, Science, Maths, Art, Food Technology, ICT, PE, PSHE, Humanities, Citizenship, Duke of Edinburgh Award (DoE), PSHE and Careers. We use AQA, WJEC, DoE and ASDAN as our external awarding bodies.

### **Future:**

We encourage pupils and provide opportunities to focus on careers throughout their time at school with specific work targeted at Y9. During Y9, pupils have the opportunity to undertake vocational courses at college to prepare them for life after school. In terms of careers we work hard to ensure compliance with the 8 Gatsby benchmarks.

Our Curriculum includes a great deal of additional opportunities including those which are social, moral, spiritual and cultural. Pupils contribute to the community in lots of ways to support them in understanding what it means to be an active British citizen. We also ensure that pupils have accurate Drug and Relationships Education through PSHE. Extra-curricular activities enrich a student's experience and are an integral feature of the school's ethos. All students and teachers are encouraged to participate in the many experiential learning opportunities and off-site learning experiences offered.

### **Planning:**

Each subject curriculum is designed to detail the progress pupils will make across their time at school in regards to the acquisition of knowledge and the development of core skills.

*Curriculum Intent is identified in all subject planning. The Curriculum Intent is identified on all pupil books and in classrooms. This is referred to throughout lessons. On our lesson outline in pupil books for every lesson this is identified. Wellbeing- all elements of our curriculum are therapeutic. Staff support pupils throughout the school day. We eat in family groups at lunch times and carefully structure break times. We also have more specific therapeutic opportunities which include animal therapy, Lego therapy, friend's resilience programme and talking time.*

### **Impact**

The impact of our curriculum can be tracked in lots of ways focusing on academic and non-academic achievement.

Pupil progress is recorded at 6 points across the academic year and learning is planned around their identified next steps. In lessons pupils are encouraged to collaborate and support each other and are afforded opportunities to foster independent learning skills. The qualifications pupils achieve allow us to assess the impact of our provision. Simply sitting exams, when considering the lived experiences

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of many of our pupils, shows commitment to learning and, in some cases represents significant progress.

We have a very strong sense of community and we encourage pupils to consider the importance of contributing. We use photographic evidence to track some of the experiences which pupils have accessed, in addition to the curriculum, which have supported them to make progress against the Curriculum Intent. This also shows how we have supported pupils to develop in regards to SMSC and British Values.

### **Inclusion**

All lessons at Oracle School are inclusive. Teachers have high expectations for all pupils in accordance to their stage and/or ability level. School staff will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including: more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds and pupils with an identified SEN. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject offered, wherever possible, and ensure that there are no barriers to pupil achievement.

Lessons will be planned so that teaching opportunities help pupils to develop their literacy skills, and to support pupils to take part in all subjects. Differentiation provides appropriate tasks for each student and a level of challenge which will maximise academic achievement. Each student should be sufficiently equipped to make informed and realistic decisions at each stage in their development so that they can take an active role in contributing to their progression.

### **Assessment**

Teachers use assessment to inform lesson planning and to set appropriate targets that provide realistic targets for each pupil. Assessments and planning are reviewed regularly by the school SLT and used to aid whole school progress tracking. There will be regular communication with parents/carers with updates provided each half term and also during bi-annual parent/carer information days.

### **Staff CPD**

The curriculum is supported by appropriate INSET for teachers, and the school will make available appropriate resources to support effective teaching and learning.

Staff are encouraged to take risks and try new things in order to be innovative across all areas of the curriculum.

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## Subject Co-ordination – Roles and Responsibilities

Subject co-ordination 2020-21		
Subject	Curriculum co-ordinator	Additional Support
English	Michelle Kennedy	Carol Miller Marie Roe Claire Clarke HniaAit Eddich Milena Aldi Sharon Pratt AngelaTanimola AartiAarti Chloe Boswell Natalie Hawks Laura Hazelwood Emily Ford ManniAbdelaziz Julia Burgoyne Chloe Watts Catrin Gauci Godelive Nd Lillian Sandhu
Mathematics	James Totten	
Science	Rekha Patil	
ICT	<i>TBC</i>	
Humanities	Faye Causer	
Food Technology	Aarti Aarti	
Physical Education	James Totten	
Art	Toby Lattimore	
Citizenship	Rekha Patil	
PSHE	Carol Miller	
Careers & Life Skills	Claire Clarke	
Literacy	Michelle Kennedy	
Numeracy	James Totten	
Duke of Edinburgh	James Totten	
Primary Class	Liz Keenan	

### Accreditation:

In Key Stage 4 the pupils study a number of GCSEs at Foundation and Higher level, with an Entry Level or lower option if required. Teachers often use close links with exams boards who run regular moderation and standardisation courses to ensure their individual accuracy.

We also offer access to courses from The European Computer Driving License

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(ECDL), AQA Awards, which enable us to build a more practical and vocational timetable for some pupils. It is targeted at the 14–19 pupil population and can, therefore, be used as part of the Key stage 3 and 4 curriculum. Attached to this programme is the Enterprise Initiative, which builds both practical and life skills for the same group of pupils. Items made within this group are regularly sold at school events.

Access to outside agencies, providing suitable alternative courses, such as City and Guilds can be accessed when required.

Post-16 pupils access partner mainstream colleges and schools. They study for a range of qualifications from Level 1 to Level 4. All courses taken are appropriately accredited and all lead to nationally recognised certification.

As a school, we utilise a variety of examination boards, chosen by the subject coordinators to best match the style and content of the course with the profile of the pupils within each class.

There is a range of accreditation offered:

### **GCSE:**

English Language

English Literature

Mathematics

Science – Core

Science – Additional

ICT (ECDL)

Food Technology (WJEC)

Art & Design

History Geography

Media Studies

### **Entry Level**

English

Maths



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Other subjects if Level 2 study is not an option for individual pupils

## High Flyers

The profile of pupils with AS and ASD is such that some pupils have above average ability, particularly in subjects such as Mathematics and Science.

As a school we recognise the value of early GCSE study both academically, and for the self-esteem of the pupil.

To this end we utilise individual 1:1 or small group withdrawal, as well as younger pupils joining higher sets to enable pupils to take examinations early as appropriate.

We can provide an opportunity for some pupils to join GCSE groups whilst still in Key Stage 3 and take examinations before the usual time.

## Resources

Resources are the responsibility of the subject co-ordinator and class teacher. As a school we are constantly expanding resources to meet basic subject needs and the wider implications of government initiatives. A yearly subject-specific audit is carried out by the curriculum co-ordinator. This audit provides an overview of the subject requirements over the coming year and provides a breakdown of costs and needs both essential and desirable. Where possible, those subjects taught in modular format are resourced on a termly basis linking to the specific programme of study.

## Documentation

Without effective planning, monitoring, reporting and assessment, the curriculum would be less effective. Planning is the method of ensuring lively, reflective delivery with appropriate pace and continuity, leading to a positive and rewarding learning experience for the pupil. The system of curriculum documentation at Oracle School is designed to streamline planning, assessment and recording, whilst acting in itself as the basis for communication of progress between departments, parents and outside agencies.

Curriculum documentation at Oracle School forms the physical backbone of the planning for continuity and effective progress in education through Key Stages 1-4. It is a set of interlinked working documents that serve as tools for planning and differentiation and to inform the annual educational review. This, in turn, ensures correct target setting for each child into the forthcoming academic year.

It is broadly split into the following main areas:

- Annual Review documentation:
- Education Health and Care Plans (EHCP)

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- Positive Support Plans (PSP) incorporating time-out procedures
- Personalised Learning Plans
- Curriculum planning:
  - Long-term plans based on 2014 National Curriculum and subject specific schemes
  - Medium-term plans completed termly and detail objectives, activities, differentiation, outcomes, assessment opportunities, resources and evaluation.
  - Short-term plans are managed daily using medium term plans and within teacher planning.
- Assessment & recording
  - from work completed and annotated in exercise books, levelled by teachers to support teacher assessment
  - from curriculum planning
  - formal testing; mock examinations; assessment activities; skill specific testing relating to reading and spelling
- Reports
  - Academic end of term reports, including current attainment and comments on progress and next steps are sent to parents three times a year.

The progress tracking system enables teachers to plan and record pupil progress and assessment results together with evidence of teacher assessed levels. When possible, teachers will utilise each others' expertise to moderate levels given.

The school tracks assessments half termly using the IMS (Engage). It also records results from Literacy assessments. These results are used, in conjunction with the teacher assessment to provide an 'expected level' that can be used to inform planning. Teachers can use this information to inform their planning.

### Curriculum Documentation

Most documentation pertaining to planning is kept on the school server (Office365), where it can be easily accessed, shared and developed. Individual teachers have their own physical planning files, allowing them the flexibility to adapt medium and short term planning on a daily basis.

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## **Curriculum Documentation**

Syllabus – GCSE Schemes of Work

Subject Policy Statements

Subject Schemes of Work

Programmes of Study (Long term plans) Termly planning (Medium term plans) Teacher

Planning (Short term plans)

Individual 1:1 tutor or support timetable for in class activities or withdrawal

## **IEP, Assessment and Recording Documents**

Education, Health and Care Plan

Initial Screening e.g., literacy testing, OT and SALT assessments Review

Recommendations/targets

Personalised Learning Plans

## **Assessment Evidence in**

Exercise books Mock

Examinations End of

unit/year tests Pupil

tracking Assessment

tasks

Collected into progress files

Bench Mark Grade Using the GL Assessment

End of term and Annual Review reports Social

communication programmes

Occupational Therapists/ Speech and Language Assessment

- Individual Assessments

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- Individual Programmes
- Group Programmes
- SCERTS Assessments

### **Monitoring and Evaluating Practice**

The following will be monitored by the Senior Education Team:

- SMART PEP targets are in place and reviewed each term
- Subject teachers set individual targets for the subject area
- Long term, medium term and lesson planning is in place and fits the Scheme of Work
- Marking gives constructive feedback and guidance to attain at the next level • Practice and provision is consistent throughout the school

Monitoring will include:

- Work scrutiny
- Planning scrutiny
- Marking scrutiny
- Learning walks
- Lesson observations