


# Curriculum

Oracle School - Congleton  
Policy & Procedure



<b>Policy</b>	Curriculum Policy & Procedure
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<b>Signed</b>	

## Curriculum

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 have an active place in society. The entitlement is for all pupils at Oracle School, regardless of age, gender, race, religion or disability.

### **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**

## Curriculum

Oracle School - Congleton  
Policy & Procedure



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.

### **Areas of Learning**

**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 skills are taught discreetly through all other subjects to consolidate work done in English lessons.

**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 developing a much-needed life skill.

**Human and Social:** This area focuses on people and their interactions with their environment, and how human action, now and in the past, has influenced events and conditions. History is taught across each key stage with an option for a qualification in KS4. PSHE is taught across all Key Stages. Career & Life Skills are taught as a weekly subject to KS3&4

**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

## Curriculum

Oracle School - Congleton  
Policy & Procedure



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.

**Aesthetic and Creative:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative 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.

## Curriculum

### 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 recognises 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 7 periods each day which are 40 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

## Curriculum

Oracle School - Congleton  
Policy & Procedure



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 BTECs, Functional Skills or GCSEs dependent on their ability levels and aspirations. Subjects taught include; English, Science, Maths, Art, Food, ICT, PE, PSHE, History, Geography and ASDAN.

**Future:** We encourage pupils and provide opportunities to focus on careers throughout their time at school with specific work targeted at Year 9. During Year 9, 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 will be visible in all subject planning.*

*Wellbeing- All elements of our curriculum are therapeutic. Staff support pupils throughout the school day. We also provide more specific therapeutic opportunities delivered and implemented by trained clinicians with pupils able to access sessions weekly.*

### **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 allows us to assess the impact of our provision. simply sitting exams, when considering the lived experiences 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

## **Curriculum**

Oracle School - Congleton  
Policy & Procedure



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.

**Curriculum Overview**

Oracle Care & Education						
<p>Oracle School's objective is to provide an inspirational learning environment where pupils are encouraged to actively participate in all learning opportunities. Pupils will enjoy learning, celebrate achievement and recognise the importance of education.</p> <p>Oracle School aims to nurture the qualities that will enable each pupil to become confident and competent members of society.</p>						
THE ORACLE MODEL						
<p><b>Better Together</b> Developing a culture of collaborative and independent learning</p>	<p><b>Nurturing Environments</b> To provide an inspirational, supportive and safe learning environment where pupils actively participate in all learning opportunities.</p>	<p><b>Tailored Education</b> Promote personal and academic achievement where pupils will enjoy learning, celebrate successes and recognise the importance of education.</p>	<p><b>Child Focused</b> To remove barriers to learning, promoting independence, confidence and resilience, developing individual's talents and interests.</p>	<p><b>Therapeutically Informed</b> Provide an environment where all pupils are challenged, encouraged and receive the right level of support.</p>	<p><b>Committed to Training</b> Facilitate active and reflective learning opportunities for staff and pupils.</p>	<p><b>High Expectations:</b> To nurture the academic and personal qualities that will enable each pupil to maximize potential and become confident and competent members of society</p>
CORE STRENGTHS			ACADEMIC EDUCATION			ADDITIONAL NEEDS/THERAPEUTICALLY INFORMED
Empathetic	Confident Communicators	Resilience	ENGLISH	MATHS	SCIENCE	LITERACY NUMERACY SOCIAL SKILLS COMMUNICATION SPEECH & LANGUAGE THERAPY PLAY THERAPY CLINICAL INPUT OCCUPATIONAL THERAPY ASC PROCESSING SKILLS
Independence	Confidence	Respect for others	ICT	ASDAN	HISTORY	
	Respect for self	Problem Solving	GEOGRAPHY		PSHE	
Self-management	Friendships	Self-Awareness		FOOD TECHNOLOGY		
Creative Thinkers		Critical Thinkers	PE	OUTDOOR EDUCATION		
	Personal & Cultural Identity					
	Independent Living Skills		GCSE	FUNCTIONAL SKILLS	BTEC	TAC LAC PEP EHCP Reviews Multi-Agency Working Clinical Assessments Transition Reviews
	ASDAN Programme		ENTRY LEVEL CERTIFICATE	AQA UNITS		
	Experiential Learning		College Links	Off-Site Learning	Educational Visits	
	Princes Trust		Work Experience		Vocational Pathways	
	Volunteering					