



# Curriculum Policy

**2022**

# **The Oaks Residential Therapeutic School**

## **Amberleigh Care**

### **Curriculum Policy**

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## **Curriculum Overview**

The Oaks, Amberleigh Therapeutic School, caters for the needs of individual boys who exhibit inappropriate sexual behaviours and who may have been subject to abuse and/or neglect, from all ethnic and social groups, including the most-able and those who have learning difficulties. Full-time education is provided for boys aged 11-18 at the Oaks School site in Telford.

The Oaks aims to have a positive ethos based on the principles of a therapeutic community where respect and trust is based on open and shared values; staff act as positive role models and encourage supportive relationships where students feel safe and secure, listened to and involved in decision making.

“The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills students have gained against expectations (impact/achievement).”

All young people have a right to a broad, balanced and relevant curriculum which provides continuity and progression and takes individual differences into account. The curriculum at The Oaks School is based firmly within the National Curriculum, but is modified appropriately to meet the specific educational and personal developmental needs of its students. Curriculum areas and subjects are a structure for gaining knowledge and students are inspired, challenged and motivated through creative and flexible teaching in the classroom and beyond. Learning is personalised, progressive and planned so that it allows students to achieve and develop a sense of satisfaction that helps build their motivation and confidence.

The Oaks places a high value on academic achievement and inclusion which is reflected in the school uniform and high expectations for classroom work and behaviour. The curriculum at The Oaks is all-encompassing and encourages students to develop skills and interests in lifelong learning. We believe in helping students develop and achieve their potential by broadening their experiences and development of capabilities and skills. All students are encouraged to:

- Enjoy learning
- Become confident individuals who are proud of their identity and able to make healthy life choices
- Responsible citizens who get on well with others and engage with their community.

## **Curriculum Intent**

The Oaks aims to facilitate students' acquisition of knowledge, skills and personal qualities to help individuals develop intellectually, emotionally, socially, physically, morally and aesthetically, so they may become independent, responsible, confident and considerate members of the community.

The Oaks School will:

- Create and maintain an exciting and stimulating learning environment.

- Ensure that each student's education has continuity and progression.
- Meet the learning needs of each student.
- Be nurturing of students' talents and skills.
- Provide active and experiential learning opportunities.
- Recognise the difficulties students may have faced prior to admission to The Oaks.
- Provide a broad and balanced curriculum with high expectations for students.
- Treat students in a dignified way.

Through the curriculum, The Oaks school aims for students to:

- Learn: to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- Be happy, cheerful, well balanced and healthy.
- Be enthusiastic and eager to put their best into all activities.
- Acquire a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- Develop non-prejudicial attitudes.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and by acquiring appropriate techniques which will enable them to develop their innovative skills and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.

- Have some knowledge of different cultures and the beliefs of the major world religions.
- Develop agility, physical co-ordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.
- Acquire meaningful qualifications, where appropriate, to support them in transition to further education and/or employment.

## **Curriculum Implementation**

The Oaks has a curriculum which is based firmly upon the National Curriculum at Key Stages 3-5, but it is recognised that, because of the specific criteria attached to student admissions to the school, various modifications are inevitable to meet the specific learning needs of its students. For some students their needs may be recognised in, and directed by, their Education, Health & Care Plan (EHCP).

The areas of linguistic, mathematical, scientific, humanistic, creative, aesthetic, technological and physical learning are included. Subjects delivered include: English, Mathematics, Science, ICT, Food Technology, Creative Arts, Humanities, Physical Education, PSHE & Food Technology. Students also have access to the Duke of Edinburgh Award. These subjects are designed to develop skills, knowledge, understanding and attitudes that extend beyond the classroom and contribute to the whole life and ethos of the Community.

Curriculum Schemes of Work have been developed for each subject area which sequences progressively, engaging and applicable learning outcomes for subject knowledge and understanding, into four pathways. Pathway 1 has a focus on early learning with a 'primary' curriculum model for those students that join us with a lack of educational background; addressing missed learning or gaps in student's skills and/or knowledge. It also caters for students with significant additional needs that are functioning at a much lower academic level. The Pathways then develop through Pathway 2, 3 and 4 which students will study based on their individual learning needs, differentiated for each subject and consisting of non-accredited, accredited and/or vocational routes. Where appropriate, pathways incorporate accreditation routes from pre-entry, through entry level 1, 2 and 3, to Level 1 and 2 right up to GCSE grades 1-9. Teachers have developed their own curriculum policy and medium-term plan for each subject taught. This includes the key learning objectives from each pathway in a sequenced and progressive format, considering any accreditation milestones where appropriate, and the activities and investigations to be carried out to develop skills, knowledge and understanding. All student's work in each subject is marked according to The Oaks School marking policy.

A careers programme which includes both classroom taught and work experience components, is an integral part of the curriculum, and is augmented by the expertise of an internal Careers Adviser. The students' wider developmental needs are additionally catered for by an extra-curricular programme which includes physical activities, off-site visits, visiting speakers and whole school activities e.g. end of year school plays, sports day and charity events. We capture The Eight Gatsby Benchmarks of good careers advice and guidance throughout our schemes of work and teachers modify and extend teaching and learning outcomes to incorporate careers teaching; both specific to the subject or individuals they are teaching.

Understanding concepts of citizenship are actively promoted through the School Council in which all students participate. The Oaks school actively promotes the development of an understanding of sustainability and local/global citizenship and participate in fund raising activities for local and national charities. There is also a variety of responsibilities and school job roles that students undertake.

Tutorials encompass a focus on spiritual, moral, social and cultural outcomes through development of current issues and events, extending vocabulary and targeted intervention whilst exploring democracy, the rule of law, individual liberty, mutual respect and tolerance as a focus of the British Values.

As issues surrounding the area of literacy and numeracy, as well as emotional and behavioural development, feature largely within the majority of students' needs - a concentration upon the development of literacy and numeracy levels, emotional literacy and good behaviour is made across the curriculum. Additional intervention support is directed towards students with specified literacy, numeracy and personal development needs. Teaching staff work closely with the therapy team to also support the personal needs of students including the development of emotional literacy.

Most subjects delivered at Key Stage 4/5 are accredited; for example, with external awarding bodies: AQA, OCR, WJEC and Pearson. Students work towards GCSEs, BTECs, Entry Level qualifications and modular/unit awards. The overall aim is for students to achieve their potential and gain a range of qualifications appropriate to their level of ability. The range of accreditation available enables outcomes to more closely match the actual performance of students with a range of quite specific learning and personal developmental needs.

The curriculum is delivered within a time-table of full time education. The week is made up of daily tutor time (30 minutes) followed by lessons. Students are taught in small groups for core subjects and larger groups for creative and physical subjects such as Drama and PE. Life skills and additional learning support is given on both an extraction (1-1) basis, intervention sessions, as well as within the group itself. Additionally, on two weekdays the school day ends with an extended community meeting.

### Therapeutic Community Meetings

Therapeutic Community Meetings are central to community life, they involve all members of the community (young people and staff) coming together on a regular basis. It provides the forum for any democratic decision making to occur, the opportunity to reflect on recent events in the community, and it enables members to give and receive feedback and to explore the dynamics present within the milieu at any time. Community meetings also allow the opportunity for staff to model appropriate interactions, empathy and perspective taking. This can enhance the development of these skills in young people. They can also aid the development of healthy attachments with both staff and peers.

### Good Lives Model

At The Oaks we apply evidence based frameworks to inform our practice. Our approach to understanding and responding to Harmful Sexual Behaviour is the Good Lives Model (GLM). The GLM is a strengths based model of intervention based on the principles of positive psychology. The Good Lives Model conceptualises that individuals are predisposed to seek a

number of 'primary goods' (needs) which if achieved will increase their wellbeing. Primary goods are obtained by various means that are referred to as secondary 'goods'(means). For example, a primary good could be the sense of belonging and the secondary good is harmful sexual behaviour.

The GLM identifies a range of primary needs to be met. The assumption is that people are more likely to function well if they have access to these types of goods. However, when people lack the means or external support to achieve these types of goods they can use inappropriate means to ensure their needs are met. Our aim within this framework is to assist young people in gaining the skills, ability and support to meet their needs in a healthy and pro social way.

## **Curriculum Impact**

The main source of impact will always remain the quality and breadth of work seen in student's books and the learning environment. As a School we are striving to raise the expectation of students and the quality of work they produce from a rounded and connected curriculum. We ensure there are always opportunities for application of learning within and outside of the classroom.

Termly meetings are held at carer's events where teaching staff, key workers and students meet to discuss progress within their PCPs and to view some of the work students have completed over the academic year.

The impact of our curriculum is also measured by assessment procedures which allow us to measure outcomes against their personalised targets and accreditation. Student progress is tracked by all teaching staff and shared through discussions at whole school staff meetings and SOLAR. SOLAR is an on-line paper-free tracking and monitoring system used to monitor the progress of all students in a variety of subjects but in particular English and Maths. We also use formative (what we are learning) and summative (what we have learnt) assessment as two overlapping, complementary ways of ongoing assessment of student progress. The intention is to establish the development, strengths and next steps of each student and flexibly approach teaching and learning to accommodate this.

A range of meaningful qualifications showcase the achievements of our students, that supports transition to further education or employment but ultimately 'impact' is in fact measured by how effectively it helps our students develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

## Overview Curriculum Coverage

National Curriculum Subjects	Non-Accredited	Accredited	Vocational Offer
Tutorial	Mindfulness, Thought for The Week, SMSC, Targeted Intervention, Current Events		
English	English (1 x intervention)	Functional English/GCSE (1 x intervention)	Participation in Society / Work Experience
Maths	Maths (1 x intervention)	Functional Maths/GCSE (1 x intervention)	
Science	Science	Entry Level/BTEC Applied Science	Hospitality & Catering Construction Creative Media Land Based Studies Travel & Tourism
Humanities – Geography, History, RE	Humanities	Entry Level Humanities	
Food Technology	Food Technology	Level 1 /2 Home Cooking	
ICT	Computing	Functional ICT	
Creative Arts – Drama, Art & Music	Creative Arts	Bronze Arts Award	
PSHE / RSE	PSHE / RSE	PSHE / RSE	
PE	PE: Young Leaders / Sports Leadership	BTEC Sport	
Outdoor Learning	Forest School / Horticulture	Duke of Edinburgh Award (Bronze/Silver) Skills, Volunteering, Physical, Expedition	Community Inclusion: Preparing for higher education, employment and independent living
Therapy			



## **Subject Appendix – Intent, Implementation & Impact.**

English

Maths

Science

ICT

PSHE / RSE

PE

Food Technology

Creative Arts

Humanities

Duke of Edinburgh