



“Curious, Courageous, Communicators, and Confident learners”

Oakham Shires School

Education: Curriculum Policy (Intent, Implementation & Impact)

Policy Review Process	
Date of implementation	September 2020
Most recent policy review	September 2023
Next policy review	September 2024
This policy links to	
<ul style="list-style-type: none">• Oakham Shires Teaching and Learning Policy• Careers and Employability Policy	

Context

Oakham Shires School is a small independent special needs day school, for children and young people aged between 11 and 18 years, that have a primary need of autistic spectrum disorder (ASD). Some of our learners may present with additional complex needs such as ADHD, dyslexia, dyscalculia and dyspraxia and attachment difficulties. All pupils have an EHCP.

Many of our pupils arrive at the school following a period of considerable disruption to their education involving significant periods of being out of school, exclusion (voluntary or enforced) and a history of anxiety or negative educational experiences.

Our aim

To prepare our young people for the opportunities, responsibilities, and experiences of adult life through spiritual, moral, cultural, emotional, academic, and physical development. Through bespoke educational packages we will encourage all pupils to achieve their potential and be prepared for adult life. We aim to provide personalised learning pathways through flexibility and the commitment of a highly skilled and competent staff team. We hold high ambition, expectations, and achievement for all at Oakham Shires School, enabling our students to achieve their potential.

Our vision.

Our vision is to enable young people with autism and associated difficulties to reach their full potential by building resilience and removing social and emotional barriers to educational achievement. We aim to provide bespoke experiences using a highly flexible, well organised and person-centred approach where we work in collaboration with parents and their children alongside other our therapy team and other professional agencies.

At the heart of the curriculum is a core of wellbeing and personal development which allows children to develop their skills through a variety of experiences and opportunities to develop their tolerance, knowledge, cultural capital and their role within the community. Our environment is personalised, safe, nurturing and inclusive to encourage our children and young people to become confident and happy learners with the aim of increasing accessibility to a range of work and training opportunities, further education and independence in preparation for adult life.

Rationale

The needs and happiness of our children are at the heart of everything we strive to achieve at Oakham Shires School. The philosophy informing our curriculum design is that of positivity, opportunity, and trust to support our pupils to be enthusiastic life-long learners and self-motivated members of society.

We recognise that "people with autism tend to have their own timing, spacing, pacing and life-rhythm" (Opai, 2017). Our emphasis is on creating an inclusive curriculum with learning experiences which serve to progress the skill set of each learner, whatever their ability, timing or pace. Our curriculum content is relevant and purposeful and provides learning to impact a lifetime, with EHCP objectives underpinning all that we do. Skills learnt are transferable, with appropriate planning and support, into the home, the local community, and future placements. Oakham Shires School offers a safe and secure environment where each pupil is valued and is encouraged to participate as fully as possible.

STATEMENT OF INTENT

Oakham Shires School is committed to providing a broad and balanced curriculum that is rich, varied, relevant and personalised for the individual learner that enables them to become confident individuals, with a strong sense of themselves and their place in the world, prepared for the next stage in their lives.

The curriculum is designed around pupils' developmental stages of learning, as opposed to their chronological ages. This is to best meet their individual special educational needs and disabilities. Resources are age appropriate and peer group is considered when grouping pupils.

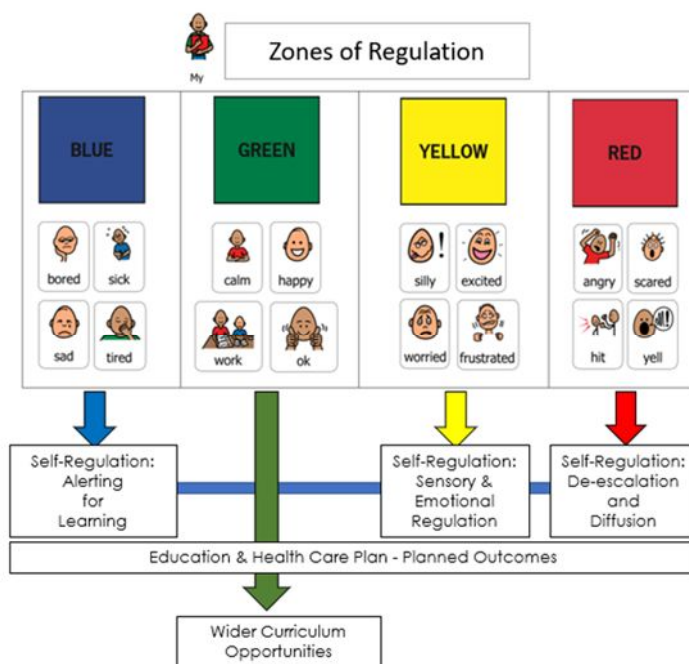
We have a curriculum which maximises real world learning with opportunities for application and overlearning. This is achieved through a creative approach which is thematic where appropriate.

IMPLEMENTATION

Personalisation

We recognise the need to involve our students in the design of their learning journey, and the importance of interest and enjoyment. Developing nurturing and trusting relationships with our learners is essential for our success in supporting, r -engaging and empowering our learners to develop a growth mindset and the confidence to develop.

Our pupils are taught and encouraged to use of Zones of Regulation approaches so they can support their own emotional well-being.



Despite the different starting points, our aspiration is always to inspire, enthuse and support learners to progress into college, training, employment and independent living. We work hard to develop learners' skills, knowledge and experiences in order for them to participate in society in a meaningful and positive way. We achieve this by creating an environment in which our learners feel safe to explore a range of opportunities and cultural experiences.

To ensure each learner's journey is balanced and broad for as long as possible, we will ensure personalised pathways offer a range of subjects and experiences that support our learners to develop the essen

knowledge they need to prepare them for their future. Pupils will have a Personalised Learning Plan created through the combined initial baseline assessments of the education and therapy team and thereafter reviewed and developed termly. Class timetables will be individualised to meet the needs of the learners in terms of approach, structure and will provide meaningful and functional experiences. Subject content is planned and delivered in a coherent and sequential order that enables learners to know more, remember more and do more.

Outcomes will be identified through EHCP review meetings, multi-disciplinary meetings, and regular on-going, summative and formative assessments. This information will help us to identify and map the learner's journey for each of our children and young people, considering age, ability, interests and gaps in skills, knowledge, and social disadvantage. Our on-going holistic assessments will determine when changes need to be made and we will be responsive and flexible to current and changing needs.

Oakham Shires School is committed to promoting British Values. We recognise the multi-cultural, multi faith and ever-changing nature of the world around us. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to influence them. As a school we promote and reinforce the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs in the aim to prepare our students for their adult life beyond school.

Curriculum

Our curriculum at Oakham Shires School is designed using the National Curriculum objectives with the aim of enabling each pupil to acquire a firm foundation in all the essential elements of each subject. They are taught in small groups according to age, stage, ability and need.

Pupils are provided with regular opportunities to work towards their EHCP targets whilst introducing them to accredited qualifications and developing their skills in preparation for the world of work and adulthood.

Key Stage 3	Key Stage 4
English	English
Maths	Maths
Science	Science
History	Computing
Geography	Physical Education
Modern Foreign Languages	Citizenship
Design and Technology	Relationships, sex and health education
Art and Design	Religious Education
Music	One subject from each of the following:
Physical Education	<ul style="list-style-type: none"> Arts
Citizenship	<ul style="list-style-type: none"> Design and technology
Computing	<ul style="list-style-type: none"> Humanities
Relationships, sex and health education	<ul style="list-style-type: none"> Modern foreign languages
Religious Education	

We will identify suitable and challenging learning pathways for all students. Progress in English and Maths will be mapped against the Key Learning Indicators of Performance (KLIPs), appropriate to learning needs, informed, and identified by baseline assessments and reported on termly. Levels attained by the end of Key Stage Three will identify an appropriate pathway of entry level, Level 1 or Level 2 accreditation.

Post 16 Study

Our Post-16 offer varies according to the needs, abilities, and interests of the student. Studies at Key Stage 5 may comprise of: functional literacy and numeracy, emotional literacy, effective communication, independent living and preparing for adulthood, budgeting and finances, healthy relationships and sex education, personal development of interests and skills, employability skills and work experience. Some pupils will be supported to access a vocational college course alongside their school-based learning.

Curriculum Statements for Each Subject

English

At Oakham Shires School, we intend for all pupils to experience an inspiring, language-rich and motivating English environment. We aim to foster a love of books and reading, alongside a positive culture of writing, for a variety of purposes and audiences and across all subjects within our broad curriculum.

Children will begin their early reading and writing development supported by excellent synthetic phonics teaching, giving them the foundational skills needed to confidently segment, decode and build words. During their time at Oakham Shires School, all pupils will be given the opportunity to immerse themselves in a wide variety of texts from a range of different cultures. Through shared texts and explicit teaching, they will experience a wide range of vocabulary, giving them the understanding and power of language that they need to be successful in their next stage.

Our intent is for every child to leave our care as able and independent communicators, with the confidence and skills required to read and write fluently. They will be thoroughly prepared in all aspects of English and fully equipped for the next step in their journey.

Our English curriculum is based on the National Curriculum objectives. These guide teachers in their planning of well-structured and exciting learning opportunities that enable our children to learn, revise and progressively develop their skills in English at a level which meets their individual needs.

Phonics

The teaching of phonics supports children in early reading to develop their phonic knowledge. Where appropriate we use a DfE approved primary systematic synthetic phonics teaching programme (SSP) which guides them step by step, from learning initial sounds to reading and writing sentences with confidence and fluency. This leads onto a structured spelling scheme where rules are taught explicitly, and words are chosen to support cross curricular writing and are embedded in children's writing. Where the primary approach is not appropriate, we use a systematic phonics intervention programme designed for adolescent struggling readers, which is run alongside the teaching of a structured spelling scheme.

Reading

Students are encouraged to read a range of fiction and non-fiction books for pleasure on a daily basis, allowing them to develop and maintain their fluency skills. Paired reading with an adult and reading out-loud to an adult is a fundamental part of this and regular questioning takes place to establish levels of understanding and ensure that the text chosen is at an appropriate level of challenge. Teachers also deliver guided reading sessions daily, explicitly teaching the students essential comprehension skills, and giving them the opportunity to develop their fluency through modelled and shared reading of the text for example through choral or echo reading. Formative assessments against National Curriculum objectives are ongoing, enabling

teachers to check pupil progress, identify gaps and adapt the teaching of reading as necessary.

Writing

Our book-based curriculum puts high quality literature at the heart of literacy learning in order to raise engagement and attainment. Teachers choose texts which fit with the wider curriculum, and plan sequences that will provide opportunities to explore themes and issues and sustain ideas through discussion. Through modelling, scaffolding and independent practice, students develop to become confident writers for real purposes and audiences. Importance is placed on functional skills and students study English as a language; they learn to communicate confidently in both spoken and written English, understanding the importance of this as a life skill. Students work towards appropriate accreditation at a level tailored to each individual.

Mathematics

At Oakham Shires School, we intend for all pupils to experience an inspiring, number-rich, and motivational mathematics environment. We aim for all pupils to have access to a mathematics curriculum which meets the needs of all learners and equips them with the mathematical skills necessary for them to succeed on whichever path they follow.

Our mathematics curriculum is delivered with the needs of individual pupils at the core of it. The National Curriculum is used as a guide to support teachers in delivering a well-structured and thorough program which covers all areas of mathematics necessary to become confident mathematicians. Pupils are given learning experiences that provide them with opportunities to learn, revisit and progressively develop their skills in mathematics and apply their knowledge in other subjects and to living skills.

Science

At Oakham Shires School, our science curriculum intends to provide an inclusive and accessible program of study that supports their learning needs and abilities. Our overarching goal is to enable every pupil to engage with and enjoy science, and to develop a sense of achievement and confidence in their scientific skills and knowledge. It is designed to be flexible, responsive, and tailored to meet individual learning needs. We intend for our pupils to develop an understanding of basic scientific concepts and principles, with a focus on practical and hands-on learning experiences. We aim to build confidence and positive attitudes towards science through successful experiences and scaffolding support. They will develop scientific inquiry skills, including the ability to ask questions, observe, measure, and record data, and make predictions.

Our science curriculum is designed to be differentiated, multi-sensory, and engaging. We use a range of teaching and learning strategies that are responsive to pupils' diverse learning needs, including teacher-led instruction, pupil-centered activities, and investigations.

We provide opportunities for pupils to engage in hands-on, practical investigations and experiments that allow them to explore scientific concepts in a variety of ways and make connections to the world around them.

History

At Oakham Shires School, we aim to develop in our pupils an understanding and appreciation of the past. We aim to provide pupils with a broad and balanced view of history in Britain and the wider world, whilst teaching pupils to develop the skills of enquiry, analysis, interpretation and problem-solving which will prepare them for the next phase in their education. At the school we aim to ensure that pupils develop a secure knowledge that they can build on, our history curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

Geography

At Oakham Shires School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our aim is to equip our pupils with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes and we aim to expand their geographical vocabulary. We also aim to inspire pupils to enquire and develop an interest in their local area. The geography curriculum at our school enables pupils to develop knowledge and skills that are transferable to other curriculum areas, and which can and are used to promote their spiritual, moral, social, and cultural development.

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at our school and also to their further education and beyond. Our curriculum is designed to provide our children with the subject-specific language they need to describe, question, and discuss the world, as well as their place in it. Our pupils are encouraged to recognise that they have a voice and to use it confidently to debate topics that they feel passionate about, for example, deforestation and renewable energy. We aim to produce well-rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the best they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all pupils. Geography at Oakham Shires School is taught in blocks throughout the year, so that pupils can achieve depth in their learning. Pupils will access resources to acquire learning through atlases, textbooks, maps, digital technology, and photographs.

Great thought is given to how pupils will be supported in line with the school's commitment to inclusion. Teaching and learning should show progression across all key stages within the strands of Geography. Educational visits will enhance pupils' cultural capital and children will learn and revisit the importance of our world and how it should be treated through a range of activities and experiences. Teachers are clear about which skills to teach in each topic they cover and therefore teach high quality lessons which build on pupils' prior knowledge, skills and understanding. Lessons are planned to promote different levels of learning. Questioning is used to promote different levels of thinking (evaluative, creative, and innovative) and prompt recall in children, encouraging them to reach conclusions on their own.

Design and Technology – Food Technology

Design and Technology is an inspiring, rigorous, and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants, and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risk: becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. We ensure all lessons are sequential in order to develop creativity. We fulfil the requirements of the National Curriculum for Design and Technology with planning linked to themes within our curriculum ensuring the progressive development of knowledge and skills, so children have a more rigorous understanding of Design and Technology.

At Oakham Shires School planning and delivery considers the varying needs and abilities of our pupils. Practical lessons require careful supervision and close adherence to and observation of risk assessments. Understanding of SPD (Sensory Processing Disorder) ensures that teachers handle sensory issues sensitively. Planning caters to the strengths, interests, and barriers that our young people have whilst also maintaining the desire to promote and encourage a move towards independence. For example, learning is linked to budgeting and the Eat Well Plate Recipes are utilised to develop students' own tastes and budget.

Through food technology the pupils have an opportunity to learn the theory of food; the product marketing, healthy diet and budgeting to ensure a holistic understanding of the importance of diet and food. Alongside this the pupils have the opportunity to develop their skills while creating a variety of dishes from around the world and dietary options. The food technology curriculum provides pupils with the knowledge and skills they can transfer to their life outside and beyond school.

Art and Design

At Oakham Shires School, our art curriculum aims to provide a creative outlet for our pupils, enabling them to develop their imaginative and expressive skills. Through our art program, we intend to encourage pupils to explore a variety of mediums, styles, and techniques, and gain an appreciation for different forms of art. Our art curriculum also seeks to promote an inclusive and supportive learning environment, where all students feel valued and empowered to express themselves.

Our art curriculum aims to help pupils develop their artistic skills and techniques through a variety of mediums such as painting, drawing, sculpture, and mixed media. We strive to help pupils understand and appreciate different forms of art, and experiment with different styles and techniques.

We aim to encourage pupils to express themselves through art, and to help them develop their imagination, creativity, and communication skills. Our curriculum will help pupils to use art as a means of self-expression, and to develop their confidence and self-esteem.

We intend to create an inclusive and respectful learning environment where all pupils feel valued and respected. Our curriculum aims to promote respect for diverse cultures, beliefs, and opinions, and to encourage pupils to create art that reflects their unique perspectives and experiences.

Computing

Our aim at Oakham Shires School is to provide a high-quality computing education which equips pupils to use computational thinking and creativity to understand the technological world around them. The Curriculum is designed to incorporate the aims of the National Curriculum for Computing.

Pupils at Oakham Shires School are able to develop depth in their knowledge and skills over the duration of each of their computing topics. Our young people will be prepared for life beyond school whether that be college or in the wider world as they cover the functional skills required in our digital world.

Physical Education

We recognise that our pupils may have barriers to participating in physical activity, or conditions that may require close monitoring during periods of activity. We plan activities to meet the capabilities and interests of our students, as well as developing their fitness and social skills. Our PE lessons are designed to be catered towards each pupil's needs and interests, linking in with professionals and organisations within our local community wherever possible.

Religious Education (RE)

The RE curriculum follows the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. It allows pupils to explore religions, their community, and personal development and well-being. The lessons have the intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross curricular learning. Through our RE programme, we intend to encourage the learners to identify, investigate, explore and respond to a variety of different issues, religions and world beliefs.

SMSC, personal growth and community cohesion are featured throughout the curriculum and are there to ensure opportunities for learners to develop positive attitudes and values; also, to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that learners understand the relevance of RE in today's modern world and how it affects their lives. It also seeks to promote an inclusive and supportive learning environment, where all students feel valued and empowered to express themselves.

The impact of the learning will be for our learners to have a better understanding of the religions that make up the landscape of the UK and the wider world and how they can learn from and work alongside each other to create community cohesion. All learners will be more informed about their position in the world and the decisions that they can make impact in their future. All learners in the school will be able to communicate more confidently about their wellbeing, oral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves.

PSHE

Oakham Shires School aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Work in PSHE and in the day-to-day interactions within our school stress the importance of positive values: knowing right from wrong, honesty, integrity, acceptance, understanding, personal responsibility, reflection,

resilience, compromise and forgiveness.

We implement our PSHE curriculum through the PSHE Association and DFE guidance through weekly lessons. Though these lessons, our children will be able to:

- Justify their choices and stay safe in their different environments.
- Be problem-solvers and be more democratic.
- Identify strategies that will allow them to stand up for themselves and what they stand for.
- Develop their confidence, ability to work as part of a group and be able to deal with disappointments.
- Avoid unhealthy relationships.
- Understand the various ways that boys and girls are different both physically and in personality and discuss how to protect theirs' and others' privacy.

Social, Moral, Spiritual and Cultural (SMSC)

A key element of every pupil's experience at Oakham Shires School is to prepare them to live in society. For young people with SEND the world can be a disorienting and confusing place, where people do not react and respond in the way that their mind predicts. They are supported in their learning to manage and cope with the unexpected, to see change as non-threatening, to regulate their own feelings, fears, and emotions and to accept differences between varying cultures and traditions that are not their own.

To achieve this, we strive to give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives. We encourage pupils to explore and develop what interests them and others and encourage them to reflect and learn. We give pupils the opportunity to understand human feelings and emotions and the way they affect people. We also create an environment where all pupils can grow, flourish, respect others and be respected.

Oakham Shires School promotes measures to prevent discrimination based in race, religion, gender, sexual orientation, age and other criteria and gives pupils opportunities across the curriculum to explore and develop moral concepts and values such as personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong. An open and safe learning environment is provided in which pupils can express their views and practice moral decision-making – **protected characteristic** .

Pupils are supported in recognising and respecting the codes and morals of the diverse cultures represented in the wider community. We encourage pupils to take responsibility for their actions; to respect school property, to care for the environment, and to develop codes of appropriate behaviour.

Oakham Shires School will promote a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation, and religion can flourish. We encourage pupils to work co-operatively and to recognise and respect social differences and similarities.

Helping pupils develop personal qualities which are valued in a civilised society, for example thoughtfulness, honesty, respect for difference, moral principles, independence interdependence, self-respect and encouraging pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community. We provide opportunities for engaging in the democratic process and participating in community

life and provide positive and effective links with the world of work and the wider community.

Pupils are provided with the opportunity to explore their own cultural assumptions and values and present authentic accounts of the attitudes, values, and traditions of diverse cultures. Oakham Shires School will address discrimination on the grounds of race, religion, gender, sexual orientation, age, and other criteria and promoting racial and other forms of equality and extend pupils' knowledge and use of cultural imagery and language.

IMPACT

Demonstrating progress at Oakham Shires

EHCP

Long Term Progress - Progress against Long Term Outcomes are reviewed as part of the annual review process. These outcomes reflect long term aspirations normally across a key stage and are used to measure progress over time. The outcomes can link to accreditation pathways such ASDAN Life Skill Challenges or functional skills Maths and English accreditations.

Short Term Progress - Long Term Outcomes are broken down into short term outcomes and linked into our formal curriculum planning. These outcomes are reviewed continuously but are reported on termly via the school's reporting processes.

Cognition & Learning

Assessment, recording and reporting is a vital part of the delivery of the curriculum and forms the basis of every student's personalised programme.

At Oakham Shires School, staff record student attainment and assessments across all subjects taught at the school using the National Curriculum Key Learning Indicators of Performance Statements (KLIPS). These statements are used to assess, plan, deliver and review the pupil's progress. The 'assess, plan, do, review' process helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the curriculum, and to ensure that learning builds upon prior attainment and to set targets for each pupil.

Students are encouraged to gain external accreditation for their learning from the earliest opportunity, across a minimum of five subjects to include Maths, English and Science.

Personal Development & Behaviour and Attitudes

Attendance - Many of our pupils have come to Oakham Shires having experienced difficulties with attendance in previous settings either because of school refusal or their complex behaviours preventing them from attending school settings. We use improved attendance as an impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Behaviour - All of our pupils have come to Oakham Shires having experienced difficulties with managing their behaviour responses in previous settings leading to incidents of challenging behaviour. We use a reduction in number of behaviour events as impact measure to highlight improved social and emotional well-being linked to behaviour and attitudes and personal development.

Reporting on Progress:

Daily feedback – an end of day communication is sent to parents/carers giving highlights of the day's learning and progress.

End of Term Pupil Progress Reports - Parents, Carers, & Social Workers receive an end of term report that details progress made against short term outcomes. These are discussed with parents during parents evening/meeting and for pupils who are LAC these are reviewed as part of the EPEP process.

End of Year Pupil Progress Reports - A full annual report on progress to parents at the end of the summer term.

Annual Review - Parents, Carers, & Social Workers are invited to attend an annual review meeting in person or virtually. A collation of evidence of progress is shared and submitted to the local authority along with any recommendations for any amends to Education, Health and Care Plans.