OAKTREE
EDUCATION SERVICES
OES

# Curriculum Policy



# Curriculum Policy

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# Curriculum Policy

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# Curriculum Policy

## 1: Introduction

### 1.1: Rationale

This Curriculum Policy sets out the approach and framework for delivering a high-quality educational provision for students aged 11-16, who have Education Health Care Plans. It reflects the school's educational philosophy, statutory requirements for independent schools, and our commitment to providing a broad, balanced, and ambitious education that enables all pupils to thrive academically, socially and personally. The curriculum is designed to prepare pupils for examinations at Key Stage 4, future education, employment, and lifelong learning, while fostering curiosity, creativity, resilience and strong moral values. It aligns with Oaktree Schools Ltd overarching vision, mission and values, as well as local and national statutory requirements.

### 1.2: Scope

This policy applies to all teaching and support staff, governors, external partners and other stakeholders involved in planning, delivering and evaluating the curriculum for students at Oaktree Schools Ltd.

### 1.3: Legislation and Guidance

- Ofsted Education Inspection Framework (EIF)
- SEND Code of Practice (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- Keeping Children Safe in Education (2024)

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## 2: Curriculum Intent

**1 BELONGING**

Creating a safe and nurturing environment where students are supported to manage and understand their emotions, develop a positive sense of self and know they are valued.



**2 INDEPENDENCE**

Supporting students to engage in challenging lessons and activities that build a growth mindset.



**3 RESILIENCE**

Celebrating progress in all forms to help students develop a sense that learning is a journey, not a destination.



**4 RESPECT**

Through modelling pro-social behaviour and positive conflict resolution, staff will embody the skills and qualities that students will need to be successful into their adult lives. OES values and celebrates difference and believes that by educating students with other perspectives, it allows them to respect people who have diverse backgrounds and lifestyles to their own.



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### 2.1: Vision and Aims

The School's curriculum aims to:

- To provide an inclusive, relevant and challenging curriculum that fosters academic progress, life skills and emotional well-being for students who have an EHCP based on their individual starting points.
- To ensure all students develop the knowledge, skills and resilience needed to progress into further education, employment, or independent living.
- To promote a nurturing environment where students feel safe, motivated and confident in their learning.
- Provide a broad, balanced and coherent curriculum for all pupils aged 11-16.
- Enable pupils to acquire deep subject knowledge, understanding and skills.
- Promote high academic achievement and a love of learning.
- Support pupils' spiritual, moral, social and cultural (SMSC) development.
- Encourage independence, critical thinking, and intellectual curiosity.
- Prepare pupils effectively for GCSE or equivalent qualifications.
- Support pupils' physical and mental wellbeing.
- Equip pupils with the skills and values needed for life beyond school.

### 2.2: Principles and Values

- **Inclusive Practice**: Teachers ensure that delivery, resources and assessments are adapted to meet diverse learning and SEMH needs.
- **Holistic Development**: All staff emphasise personal growth, employability and life skills, as well as academic attainment.
- **High Expectations**: Staff foster ambition and challenge to encourage independence, confidence and lifelong learning.
- **Collaboration**: Oaktree Schools Ltd engage with multidisciplinary teams (e.g., therapeutic, pastoral, external agencies) to support students' social, emotional and mental health needs.
- **Breadth and Balance**: Pupils study a wide range of subjects throughout Key Stage 3 and maintain breadth alongside depth at Key Stage 4.

- **Progression**: Learning is carefully sequences to build knowledge and skills over time. Students are given opportunities to return to concepts previously leant and deepen their understanding of those concepts.

**2.3: Curriculum Structure**

- **Core Components**: Students will follow KS3 and KS4 curriculum goals. These will be tailored to meet their individual learning needs.
- English, Maths, personal development and vocational/academic pathways tailored to student goals.

**Key Stage 3 (Ages 11-14)**

The Key Stage 3 curriculum provides a board foundation across a wide range of subjects. Typically, pupils study:

- English
- Mathematics
- Science
- Humanities
- Art/ Design and Technology
- Physical Education
- Personal, Social, Health and Economic education (PSHE)
- Life skills

The objectives will be adapted to match the needs of the students, this can include using objectives from KS1/KS2 if these are gaps in the students learning journeys. This stage focuses on developing core knowledge, subject-specific skills, literacy and numeracy and effective learning habits.

**Key Stage 4 (Ages 14-16)**

At Key Stage 4, pupils will either follow courses leading to GCSEs, functional skills or equivalent courses. The curriculum includes:

- Core subjects (typically English, Mathematics and Science)
- A range of optional subjects from the arts, humanities, languages and vocational areas.
- PSHE, including Relationships and Sex Education (RSE)
- Physical Education

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Pupils receive guidance to make informed choices that reflect their interests, strengths and future aspirations.

All students receive:

**Personalised Learning Pathways**: Differentiated programmes and flexible options (e.g., work experience, apprenticeships, supported internships).

**Enrichment and Well-Being**: Additional interventions, activities, or therapeutic approaches that address social, emotional and mental health development (e.g., mindfulness sessions, mentoring, counselling).

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## 3: Curriculum Implementation

### 3.1: Planning and Sequencing

- **Long-term Planning**: Curriculum maps outline progression over the academic year, ensuring a logical sequence of knowledge and skills that builds from previous learning.
- **Medium-term Schemes of Work**: Highlight key topics, core skills, and assessments, integrating social and emotional learning objectives.
- **Short-term Planning**: Teachers can clearly identify learning outcomes, differentiated activities and support strategies for SEMH needs.

### 3.2: Teaching and Learning Approaches

High-quality teaching and learning are central to the curriculum.

The School:

- Employs well-qualified teachers.
- Uses a variety of teaching strategies to meet diverse learning needs.
- Encourage active learning, discussion and independent study.
- Promotes literacy, numeracy and digital competence across the curriculum.
- **Adaptive teaching**: Teachers adapt resources and tasks to cater for varying SEMH needs, ensuring that all students can access the curriculum.
- **Therapeutic Integration**: All staff at Oaktree Schools Ltd Incorporate therapeutic strategies (e.g., emotional regulation techniques, structured routines) within lessons.
- **Active Learning**: Teachers will use a range of interactive, practical, and experiential methods (e.g., project-based learning, group work, technology-enhanced learning).

- **Positive Relationships**: Staff at Oaktree Schools Ltd are committed to building trusting relationships through small-group support, consistent boundaries and restorative practices.
- **Staff Training**: All staff are provided ongoing professional development in areas such as trauma-informed practice, de-escalation techniques and mental health awareness.

### 3.3: Pastoral Support and Well-Being

- **Key Worker System**: Each student is designated a key worker responsible for coordinating support, monitoring progress and liaising with external agencies, parents/carers.
- **Safeguarding and Pastoral Care**: All staff at Oaktree Schools Ltd are vigilant and trained to respond to mental health concerns, safeguarding issues and behavioural challenges.
- **Positive Behaviour Support**: There is a consistent behaviour policy that focuses on proactive, supportive interventions and restorative approaches.
- **External Partnerships**: Oaktree Schools Ltd work collaboratively with mental health services (CAMHS), local authorities and voluntary agencies to provide holistic support.

### 3.4: Assessment and Feedback

- **Formative Assessment**: Teachers at Oaktree Schools Ltd regularly check understanding and monitor well-being, adapting teaching in real time to address gaps in learning or emotional regulation.
- **Summative Assessment**: Use formal assessments (internal/external exams, portfolios) to measure attainment in vocational or academic areas.
- **Personal Development Plans (PDPs)**: Staff set personalised targets in collaboration with students, focusing on both academic and social-emotional goals. These are updated with the student's regularly (at least once per term).
- **Progress Reviews**: Staff are expected to work with SENCO to provide regular updates on student's progress to inform regular reviews with students,

parents/carers (where appropriate) and external stakeholders to evaluate achievement and well-being.

## 4: Curriculum Impact

### 4.1: Student Outcomes

- **Academic and Vocational Attainment**: Progress data and final outcomes should reflect positive trajectories and readiness for the next stage of education or employment.
- **Personal and Social Skills**: Evidence of improved resilience, self-regulation, communication and interaction skills.
- **Positive Destinations**: High rates of progression into further education, apprenticeships, supported employment, or independent living arrangements.

### 4.2: Monitoring and Evaluation

- **Quality Assurance**: SLT and heads of departments will use lesson observations, learning walks, work scrutiny and student feedback to evaluate the effectiveness of curriculum delivery.
- **Data Analysis**: SLT and heads of departments will track and analyse student attendance, behaviour incidents and well-being indicators alongside academic progress.
- **Stakeholder Feedback**: At Oaktree Schools Ltd we gather regular feedback from students, staff, parents/carers and external partners to inform continuous improvement.
- **Annual Review and Reporting**: Present a yearly curriculum report to the governing body/trust board, highlighting successes, challenges and strategic priorities for development.

# Quality Assurance

### 4.3: Continuous Improvement

- **Action Planning**: Headteacher and senior leadership team will develop clear action plans to address any identified gaps or areas for development in curriculum design, teaching strategies and well-being support.
- **CPD Cycles**: Leadership team will ensure ongoing staff training is responsive to curriculum evaluations, emerging best practice and student SEMH trends.
- **Reflective Practice**: Leadership team will model and encourage a culture of professional reflection, peer mentoring and shared learning to sustain high-quality practice.

### 5: Roles and Responsibilities

- **Governing Body/Trust Board**: Oversees the strategic direction of the curriculum, ensuring it meets statutory requirements and aligns with the college's vision.
- **Senior Leadership Team (SLT)**: Leads on curriculum design, resource allocation, staff professional development and quality assurance.
- **Curriculum Managers/Heads of Department**: Plan and review schemes of work, monitor teaching standards and support staff in delivering high-quality provision.
- **Teaching and Support Staff**: Implement curriculum plans, differentiate learning, manage classroom environments and collaborate on student welfare.
- **Pastoral/SENDCo/Well-Being Team**: Coordinate support and intervention strategies, liaise with external agencies and monitor student progress and emotional needs.

### 6: Policy Review

- This policy will be reviewed **annually** (or sooner, if required by legislative changes or significant developments in best practice).
- The review process will involve **teaching staff**, **support staff**, **senior leaders**, and **governors**, alongside student representatives (where appropriate).

**Approval and Signature**

- **Headteacher:**
  *Natalie Keen, 28/01/2026*
- **Chair of Governors/Trust Board**:

**Appendices**

1. **Curriculum Maps**: Yearly overviews for each subject or department.
2. **Schemes of Work**: Medium-term plans with explicit SEMH strategies.
3. **Assessment Policy**: Detailing the school's approach to formative and summative assessments.
4. **Trauma Informed Behaviour Policy**: Outlines the positive behaviour approach and support systems.
5. **Staff Professional Development Plan**: Annual CPD outline focusing on SEMH support, inclusive teaching, and mental health awareness.