



Hazel Oak School Curriculum Policy

Introduction:

The curriculum at Hazel Oak is a rich mix of national curriculum subjects, outdoor learning and extra-curricular opportunities, all personalised by highly skilled staff who know our students as individuals.

As a Business and Enterprise School we are committed to developing entrepreneurial skills and 'life ready' skills in our students from an early age, equipping them with the IT, independence, thinking and life skills that they will need to establish their place in the wider world.

We offer a blend of specialist teachers and facilities, vocational, work-related and 'real-life' learning experiences and pastoral support from dedicated form tutors, teaching assistants and our HOW (Hazel Oak Wellbeing) Team.

We maintain a flexible, creative and reflective approach to curriculum design to ensure that our curriculum is appropriate, motivating and offers the right level of challenge and support.

Aims:

- To ensure that all pupils have access to a broad, balanced and relevant curriculum based on the National Curriculum
- To ensure quality curriculum content and continuity throughout the school through systematic curriculum planning and monitoring procedures.
- To ensure that all students have access to an appropriately differentiated curriculum.
- To provide students with access to externally accredited courses at Key Stage 4.
- To clearly identify progression pathways for students at 14, including access to Further Education, vocational courses and work-related learning.
- To ensure that there is an equality of access to all courses.
- To promote students' spiritual, moral, social, cultural and physical development in order to assist them in becoming thoughtful and responsible citizens.
- To develop independence and life skills through experiences and programmes such as cookery, travel training, residential and work experience.
- To prepare students for the opportunities, responsibilities and experiences of adult life.

- To monitor and assess student progress for the purpose of ensuring high standards of achievement but also to engage students in understanding how they may improve and make improved progress. (Assessment for Learning).
- To incorporate 'Blooms' Taxonomy into planning and delivery to enable our students to develop higher order thinking skills.
- To incorporate 'life skills' into our curriculum to enable our students to transfer and apply their learning to 'real-life' contexts.

Curriculum Framework:

Early Years

For children in our youngest class, the curriculum is delivered as per the 'Statutory Framework for the Early Years Foundation Stage'. The curriculum is very much play-based and the students follow a two-year topic cycle with topics based on the following areas of learning:

- Understanding the World
- Literacy
- Communication and Language
- Mathematics
- Physical Development
- Personal, Social and Emotional Development
- Expressive arts and Design

The topics are flexible to take into account the children's interests, the thematic curriculum that operates across the rest of lower school and local or national events.

Lower School

Lower School adopts a thematic and challenge-based approach to the curriculum. Each term learning is planned across the different subjects around a theme/topic and within the theme students work towards an overall challenge that will allow them to use and apply the skills they have acquired that term.

The long term curriculum plan runs in a 3 year cycle to ensure full coverage of the National Curriculum programs of study:

- English
- Maths
- Science
- Computing
- Creative Development (Art and Design, Drama and Music)
- Cookery
- Languages
- Personal, Social, Health and Economic Education (PSHE)
- Relationships and Sex Education (RSE)

- Physical Education (also swimming)
- Challenge Curriculum (History, Geography, Citizenship, Religious Education and linked to all of the above subjects)

In addition to the National Curriculum subjects in Lower School we offer:

- Forest Schools
- Philosophy for Children

Key Stages 3

Like Lower School, Key Stage 3 adopts a thematic and challenge-based approach to the curriculum across Key Stages 1 to 3. Each term learning is planned across the different subjects around a theme/topic and within the theme students work towards an overall challenge that will allow them to use and apply the skills they have acquired that term.

The long term curriculum plan runs in a 3 year cycle to ensure full coverage of the National Curriculum programs of study:

- English
- Maths
- Science
- Computing
- Creative Development (Art and Design, Drama and Music)
- Design and Technology
- Cookery
- Modern Foreign Languages
- Personal, Social, Health and Economic Education (PSHE)
- Relationships and Sex Education (RSE)
- Physical Education
- Challenge Curriculum (History, Geography, Citizenship, Religious Education and linked to all of the above subjects)

In addition to the National Curriculum subjects in KS3 we offer:

- Philosophy for Children

Key Stage 4

In Key Stage 4 students follow external accreditation across the core subjects, English, Maths and Science and a range of other subjects. Students follow Entry Level and Level 1 specifications and, where appropriate some will study GCSEs.

In line with National Curriculum requirements and options, courses in the following subjects are offered:

- English (Entry Level- L1)
- Maths (Entry Level/ GCSE)
- Science (Entry Level/ GCSE)
- Computing (Entry Level)
- Cookery (BTEC Level 1)
- Arts Award (Bronze- Level 1) or Humanities Pathway (Entry Level/ Level 1)
- Citizenship/ Religious Education (Not accredited)

- Creative Pathways (Music, Art and Design and Design and Technology) (Entry Level- at award, certificate or diploma level)
- Personal, Social, Health and Economic Education (PSHE) (Entry Level)
- Relationships and Sex Education (RSE) (not accredited)
- Physical Education (Entry Level)
- Careers (Entry Level)

In addition to the National Curriculum subjects in KS4 we offer:

- Land studies (Entry Level)
- Philosophy for Children (not accredited)

In addition to these courses, students participate in in the ‘Shakespeare Schools Festival’ where they study and perform a Shakespeare play at a real working theatre. This combined, with other enterprise activities, such as shop takeovers and ‘World of Work’ weeks provide students with the opportunities to use and apply their learning to real-life and more meaningful contexts outside exam syllabi.

Key Stage 5

Key Stage 5 offers a range of accredited, vocational, functional and experiential courses including Entry Level, GCSE, BTEC, Level 1, NVQ Level 1 and Asdan courses.

Course options include: Hair and Beauty, Creative Crafts, Arts Award, Music and Land studies, alongside study in the core; English and Maths .

The main driver for the curriculum in Sixth Form is the Social Enterprise Qualification (SEQ) which all students take at Level 1 (Bronze) in year 12 and Level 2 (Silver) in year 13. For this award the students run their own socially enterprising business.

Students follow accreditation in Functional Skills English and Maths, and their work in these subjects is linked to work in SEQ.

Students also follow an accredited course in Employability Skills and develop their independence through life-skills training, travel training and Sport and Leisure in the Community.

All students undertake a BTEC Level 1 or Level 2 qualification in Cookery and participate in the Duke of Edinburgh Bronze Award.

Curriculum Planning and Delivery:

Long term planning

Long- term planning for the Challenge Curriculum takes the form of a 3-year cycle of thematically linked units across the National Curriculum subjects.

English, Maths and Science Co-ordinators link in to the Challenge Curriculum, but also produce their own long-term plans/ schemes of work for teachers to adapt.

Long-term planning for Key Stage 4 and 5 is taken from external specifications.

Medium term planning

Medium term planning is completed by Teachers and shared with Teaching Assistants. It outlines the key learning, activities and differentiation that will take place each week on a half-termly basis. Medium term plans provide more depth to curriculum grids, with particular emphasis given to how the learning will be broken down over time and at appropriate levels for all our students.

Curriculum Assessment, Evaluation and Monitoring

Achievement and progress at all levels of the curriculum, and for all ages is regularly monitored and reviewed. Teachers' and students' evaluation and assessments feedback into future or modified plans. Feedback from lesson observations contributes to this cycle of evaluation.

To continually improve the quality of teaching and learning, curriculum monitoring is carried out by the Senior Leadership Team, External Advisors and members of the Governing Body. This can involve scrutinising students' work, records, schemes of work, planning documentation, undertaking student interviews and learning walks, as well as a planned termly cycle of lesson observation and feedback.

Curriculum grids

Curriculum grids are published at the start of every term. These outline the planned learning opportunities within each curriculum area and include guidance on how parents/ carers can support learning at home.