Local Procedure/Protocol

School/Home Name:	**Oakwood Learning Centre**
Local Procedure/Protocol Title:	**Curriculum Protocol and Procedures**
Linked to Group Policy Title & Code:	**Curriculum Policy**
Date Reviewed:	**July 2026**
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Procedure/Protocol Lead:	**Alister Sidgwick**
Procedure/Protocol Sponsor:	**Brin Kelleher – Regional Director**

EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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1. CONTEXT

1.1 Oakwood Learning Centre is an independent special school and part of the Witherslack Group. Our pupils are aged 8 to 18, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Oakwood Learning Centre have invariably experienced numerous disrupted education placements with all pupils in the care of their local authorities. Pupils have often had limited positive experiences of home and education and may be working well below age-related expectations when they join us.

Oakwood Learning Centre offers a curriculum that meets the needs of the young people who attend here. The curriculum embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day. It incorporates a wide range of activities that are intended to enrich the experience and learning of the children. The learning centre has a clear focus on the personal development and wellbeing of each child, as well as on their academic progress. Each pupil has access to a truly bespoke curriculum in which they play an active role in deciding. The planning and delivery of the curriculum at Oakwood is such that the foundations of learning are implemented and built on throughout the programme of study. Each pupil experiences progression of knowledge and skills within and across their key stage with clear development and repetition of core learning to create independent learners. The curriculum at Oakwood Learning Centre provides a clear journey through education, with defined end points for each pupil linked closely to their needs, aspirational goals and outcomes.

At Oakwood Learning Centre, we aim to teach our students how to grow into positive, responsible people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential and are prepared well for transitional next steps within the wider community. The curriculum within Oakwood Learning Centre does not support the promotion of partisan political views in the teaching of any subject.

1.2 Oakwood Learning Centre benefits from fantastic grounds within a stunning rural location. This contributes to making our school a positive and happy place in which to learn, work and live and we make full use of the environment. Oakwood Learning Centre is well-resourced and has a comprehensive range of facilities including bespoke classrooms, a science laboratory, a food technology room and an external forest school base. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly-skilled staff team of education, pastoral, care and therapy staff.

2. VISION, AIMS AND INTENT

2.1 We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. Oakwood Learning Centre provides a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. We aim to do this by:

- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes

- Helping our pupils to remember what they learn and make progress in all subject areas
- Supporting our pupils to be ready for the next stage of learning
- Ensuring every pupil leaves a reader
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Encouraging our pupils to raise their career aspirations
- Providing our pupils with knowledge and experience of the workplace
- Developing our pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting our pupils to develop their independence
- Ensuring our pupils are ready for transition and life beyond Oakwood Learning Centre
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging
- Supporting our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views
- Helping our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at Oakwood Learning Centre ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps

3.2 *The teaching staff at OUR School ensure that:*

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress

- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps

Subject leads provide support and advice for colleagues, and monitor progress in their subject area

The curriculum of Oakwood Learning Centre covers 3 main focus areas, consistent across all Key Stages, the delivery of these focus areas are reflective of age, stage, and carefully selected learning programmes based on individual needs



Academic/Vocational Achievement This element focusses on the specific learning pathways that pupils will study across all Key Stages in Oakwood learning Centre:

- Deliver a broad range of subjects that addresses the needs of each individual pupils
- Subjects and learning pathways that support future aspirations, interests and strengths.
- Access to nationally recognised qualification leading to future career, training and employment opportunities.

Personal Development This focus draws attention to the personalised work and potential interventions required to reduce barriers to learning and therefore enhancing the opportunity to learn and progress. This area draws upon the expertise of a wide range of professionals in addition to teaching staff such as clinical services, the pastoral team and external agencies. The holistic care will:

- Support learning needs and reduce barriers to learning
- Enable pupils to manage their emotions effectively and achieve optimal well-being
- Enable pupils to acquire a sense of well-being along with positive social skills
- Ensure individual pupils EHCP outcomes are achieved

Preparing for Adulthood The focus builds on transition across all key stages and preparation into adulthood so that pupils are given the best chance to maintain success beyond their time at Oakwood learning Centre. This includes Careers Education, Information, Advice and Guidance (CEIAG) support and developing. Embedding preparation for adulthood allows our pupils to:

- Develop functional living skills
- Receive high-quality independent Careers, Information, Advice and Guidance, transition support.
- Develop employability skills
- Prepare themselves for their next steps in education, training or employment
- Take responsibility for the management of their own health
- Become a part of their school and local community

3.3 ***Clinical staff ensure that:***

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood

3.4 ***All staff ensure that:***

- High expectations are maintained for pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 (*Curriculum Delivery*

Oakwood Learning Centre benefits from small class sizes with a high staff to pupil ratio which supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Mental Health Practitioners, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist.

The Learning Centre utilised an Upper and Lower School model to support the learning and social development of all students with the Lower school (Key Stage 2+) part of the school allowing students to build self-esteem and develop the confidence to engage in further study and take educational risks to maximise progress over time.

Key Stage 2 pupils as well as those older students with significant academic gaps or social anxieties are supported by a bespoke Lower School teacher and teaching assistants who deliver all subjects of the national curriculum with support from specialist teachers where required. The curriculum in the Lower school is specifically designed to meet the developing needs of the learners and encompasses Key Stage 2 and Key Stage 3 learning objectives with plans designed for whole class and individual pupils that best meet their academic and social needs. All academic plans and pathways are supported by the wider range of specialist teachers in Oakwood Learning Centre.

Most pupils at Key Stage 3 and 4 are taught by subject specialists. Some pupils may have bespoke timetables that take account of strengths and areas of need. Individual interventions are planned as required to close gaps in knowledge and skills, supporting pupils to make progress. Pupils in the upper schoolwork through Key Stage 3/4 and 5 objectives with all pupils accessing nationally accredited courses of study and are supported by a range of specialised teachers in Oakwood Learning Centre. This multi-level approach to education helps to reach the highly ambitious targets of academic excellence and self-determination of students at Oakwood Learning Centre who will then go on to become active and engaged members of society.

The school utilises its clinical service team by incorporating members skills and knowledge into curriculum planning so that pupils' needs can be addressed throughout our academic learning as well as in bespoke clinical interventions sessions. All pupils have access to weekly group sessions designed and led by members of the clinical service team and well as tailored individual sessions to help develop their sense of self.
- Role-play and discussion
- Practical activities

- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning
- Planned opportunities to catch up on core concepts from missed work

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs. As such, Emotional Check Ins, Clinically led group session, Clinical and Academic Interventions and Skills for Adulthood have all been included in our curriculum.

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages. Detailed schemes of work are used to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. The delivery of our key focus areas related to learning, work and life are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning
- Learning aimed at incorporating special interests
-Templates and examples of expected outcomes
-Individualised worksheets
-Visual aids
-Relating skills/information to functional situations
-Differentiation of tasks and outcomes
-Mind mapping to aid sequencing and planning
-Collaboration with different subject areas
-A mixture of visual, auditory and kinaesthetic learning, to support all pupils
-Scaffolding to break down skills into smaller steps, to ease learning
-Modelling, role-play or speaking and listening activities

Pupils in 'Lower School' access a highly trained and competent KS2 teacher with access to specialist subject teachers where required to support learning in customised classrooms and learning environments that suit the needs of the cohort of pupils. Pupils in 'Upper School' access a range of specialist teachers and teaching classrooms and study National Curriculum subjects with a continued focus on reading with students accessing Twinkl Phonics were appropriate. Pupils are taught by specialist subject teachers for English, Maths, Science, PE, Humanities, Computing, PSHE/Careers/Citizenship and are taught by non-subject specific teachers for the rest of the curriculum. Pupils move into Oakwood Learning Centres Upper School at a time that suits their developing needs. This is decided by a comprehensive review of their social, academic and emotional progression by educational and clinical specialists.

Pupils access:
English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Creativity, Design Technology, Personal Development and Enrichment. Modern foreign languages and music are offered to pupils and taught on an individual needs' basis through the use of online learning, Virtual reality learning and external specialised tutors. Individual pupils access clinical/therapeutic input as appropriate to their needs. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.2 ***Key Stage 2 (Years 4 - 6)***

KS2 pupils start their school journey in our designated Lower School classrooms and are taught most of their lessons by the Lower School teacher. Pupils access the National Curriculum, with additional interventions planned and delivered to secure educational progress. There is a focus on reading with early readers supported by Twinkl phonics. and our school leader in literacy. Access to specialist knowledge and skills of subject specialist teachers is drawn upon in key areas of the programme of study to support learners progression.

Pupils access:
English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Creativity, Design Technology, Personal Development and Enrichment. Pupils access music lessons as part of a cross curricular approach to learning. Individual pupils access clinical/therapeutic input as appropriate to their needs.

4.3 ***Key Stage 3 (Years 7 – 9)***

Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by their form teachers for English, Maths and PSHE/Careers/Citizenship but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. They visit specialist teaching rooms as appropriate to the subject eg the Science Lab and the Art Room.

Pupils access:
English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 ***Key Stage 4 (Years 10 – 11)***

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment and needs. In Year 10 and Year 11, pupils follow a core curriculum of

English, Mathematics, Science, PE, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include PE/Sport, Separate Science, Food Technology, Humanities, Photography and Computing. Modern foreign languages and music are offered to pupils and taught on an individual needs' basis through the use of online learning, Virtual reality learning and external specialised tutors. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.5 ***Key Stage 5 (Years 12 – 14)***

At Post 16, learners follow the WG Futures Curriculum which ensures every student is equipped with the academic, personal, and employment-related skills needed for a successful transition into adulthood and the world of work. There are three key foci - Academic, Personal Independence, and Preparation for Employment, which encompass targeted, aspirational, academic, technical, and vocational qualifications, life skills programmes, industry engagement, and community participation. The provision will develop essential literacy

and numeracy skills, wellbeing, financial capability, independent travel, employability, Power Skills, alongside employer-led and real-world experiences. The individualised curriculum will align all learning with individual aspirations and destinations to enable students to make informed choices and achieve sustained success in their chosen careers. Pupils will also continue their academic studies in core subject areas in the attemopt to obtain a 'good' pass grade.

KS5 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.6 ***Residential Pupils***

All OWLC pupils reside in our onsite homes and access their class group during the school day, they will have the opportunity to gain further accreditation where appropriate to their needs after school hours. This is specific to the individual pupil and linked
to the development of key life skills.

4.7 ***Homework***

At Oakwood Learning Centre, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period or can access GCSE Pod, our online learning and assessment tool for KS4 pupils. All pupils are encouraged to read regularly at home.

4.8 ***Reading***

Reading in Oakwood Learning Centre is a key component of successful education. We believe that having a positive reading ability and having access and experience to a wide range of texts allows all young people to develop lifelong skills and engage in the wider curriculum. All young people at Oakwood explore a variety of fiction and non-fiction texts, drawn from both contemporary and literary heritage writers. They will get the chance to study a range of genres, from play scripts by Shakespeare to the poetry of Benjamin Zephaniah alongside a range of topical high interest novels. Moreover, our young people will be given opportunities to read a range of functional texts, which will help provide them with the skills needed to become competent communicators in the future. The literature is specifically chosen for its richness in language; appeal to modern audiences and to help them gain a broader understanding of the world. All texts utilised in the school are selected for their nature and content linked to pupils developing needs and age. All texts are screened for appropriateness and texts chosen to both stimulate and challenge reader's ideas. Some texts, including those that discuss sexuality, racism and traumatic experiences, are delivered in a manner that is educational and supportive utilising the integrated approach of the education, clinical service and care teams on site.

The aim is for our young people to become '*word rich*', positively affecting lifetime opportunities as well as improving mental and emotional well-being. Furthermore, our young people will be encouraged to read for pleasure and will have access to a diverse range of material in a dedicated library. Reading will also provide opportunities for our young people to become peer mentors in support of our younger pupils. It will also develop skills such as critical thinking; synthesis of ideas; evaluation; analysis; skills which are transferrable in the forever changing, transient world we now live. Pupils in Oakwood Learning Centre will be distinctly taught key vocabulary related to subjects, increasing student oracy across the curriculum is a key component in Oakwood Learning Centre's drive to improve student's knowledge and skills. Pupils having access and knowledge of "words" is a distinct part of their learning journey.

All pupils in Oakwood will have a bespoke programme of reading created based on initial baseline of their reading ability once entering Oakwood Learning Centre. We will utilise the validated systematic synthetic phonics (SSP) programme *Twinkl phonics* if needed/appropriate with all staff in school trained in the appropriate use of phonics in education to support each pupil in education. The school benefits from a Leader in Literacy who has key skills and knowledge in developing early readers, this member of staff delivers whole school training to all staff to further support individual pupils in each lesson. Pupils will then engage

in a curriculum which is tailored to their ability and need, exposing them to varied fiction and non-fiction texts that provide a diverse range of reading experiences. The aim of the curriculum is to nurture learners with a robust vocabulary, that are confident and competent in literacy, able to explain their ideas and read and write at a level that which will help develop their own skills, values and attitudes. At Oakwood we aim to establish an appreciation and love of reading to support the whole curriculum.

Reading for pleasure is actively promoted through staff and pupil role-models, our on-site classroom libraries, classroom reading areas, class texts, book club, story-time and regular pupil reading challenges.

Components of Reading

The key component of reading at Oakwood is placing reading at the centre of the curriculum. Reading is a key life skill that requires appropriate time, teaching and support. Oakwood believes that all children deserve the chance to become a reader and that the school is a key place in which this process can begin. To do this we follow a series of strategic approaches including:

Opportunities for Shared Reading:

Teachers read *with* pupils a range of texts focusing on comprehension and specific features in relation to objectives. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader in addition to planned differentiated questions around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment. Additional opportunities for shared reading exist across the curriculum, including: First News and Unicef 'Article of the Week'.

Supported/Guided Reading:

Our young people who required reading intervention will have access to frequent one-to-one supported reading sessions with a teacher or teaching assistant; these are regular and timetabled sessions. Each pupil has a 'Virtual Reading Log', which is updated by staff following a reading opportunity.

Independent Reading:

Pupils engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Tutors support their tutees to read regularly during Tutor Time.

Pupils have access to classroom libraries all day. Pupils are encouraged to take part in school reading incentives in which they are rewarded with their own books linked to personal interest and ability (in an aid to create a pupils own personal library).

Books Going Home:

Pupils have access to a wide range of books and magazines to practise reading at school and home. Pupils can record the books that they have read in Reading Logs, which is monitored by both school and home care practitioners. Oakwood Learning Centre has enrolled all pupils in local libraries with access to 'Borrow Box' allowing pupils to have access to over 100,000 items of literature suited to their reading ability and interest.

Reading intervention

Oakwood Learning Centre has worked together with its pupils over time to look at the best package for intervention where required. After careful consideration Oakwood have taken on training and implemented the Read Write Inc. Fresh Start programme. This catch-up and intervention programme, targeted for 9 to 13-year-olds still learning to read. It offers a simple but powerful solution to accelerate reading progress in just 25 minutes a day. The Fresh start programme teaches students at their challenge point, so they learn to

read accurately and fluently. They will also develop good comprehension, spelling and punctuation skills through targeted activities. Resources are age-appropriate, matched to students' increasing knowledge of phonics, and finely levelled to accelerate progress.

4.9 *Oracy*

Oracy is a fundamental component of our curriculum, integral to students' cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using [a multi-modal approach] spoken language, engage in dialogue, and listen actively. We recognise oracy as a vital skill that underpins not only academic achievement but also students' ability to participate fully in a democratic society, both within and beyond [School name].

We believe that Oracy skills are essential for students to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares students for future personal and professional success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression.

• Develop students' ability to [express themselves], speak fluently, coherently, and confidently in a range of formal and informal contexts.

- *Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.*

• Teach students to listen actively and respond appropriately to the contributions of others.

• Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.

• Provide opportunities for students to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes.

- *Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.*

• Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.

• Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice.

4.10 *Therapeutic Provision*

on-site clinical teamwork with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.11 *Physical Education*

All pupils access PE lessons at our School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification.

4.12 *PSHE, Citizenship and Careers Education*

All pupils access PSHE and Citizenship at our School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)

2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from IAG. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

4.13 Handwriting

In line with Ofsted expectations and the DfE's The Writing Framework (2025), we recognise fluent, legible and automatic handwriting as a foundational skill. Writing depends on both transcription (handwriting and spelling) and composition. When transcription is not automatic, cognitive load increases and limits pupils' ability to communicate ideas effectively. Our aim is for all pupils to develop handwriting fluency, speed and legibility so they can focus on planning, structuring and expressing their thinking.

Handwriting is explicitly taught and practised through a consistent, evidence-informed approach. Pupils will receive short handwriting sessions where needed, beginning with posture, grip and paper positioning before letter formation. Teaching follows a clear progression from motor-skill development and pre-writing patterns to accurate letter formation, legibility, speed and stamina. Dictation activities provide opportunities to practise transcription separately from composition, reducing cognitive demands for developing writers.

Adaptations might include sensory-motor activities, specialist equipment and individualised support, with alternative recording methods used where appropriate. High expectations for handwriting are maintained across all subjects, supported by staff modelling.

4.14 ***Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics***

At our School, SMSC and British Values are promoted in so much of what we do, not least during school assemblies and in PSHE/Citizenship/Careers lessons.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

As part of the wider SMSC curriculum, pupils are encaged to experience awe and wonder, act responsibly and support their community. In addition, we help pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.15 ***COVID-19 Recovery Curriculum***

At our School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 *Impact*

The impact of the curriculum at our School is evidenced by the work that the pupils produce, their progression over time and how well-prepared pupils are for further learning, work and life. We recognise that we may never see the long-term impact of curriculum, but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 *Assessment*

We use assessment as a key part of approach to inform the next steps for pupils and to monitor the wider impact of curriculum. Achievement of key concepts and skills are tracked three times a year using assessment system, known as TrackAble.

Wherever possible, we enter Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 and 5 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 *Monitoring*

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Our School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

6.1

Pupil Age	Pupil Year Group	Key Stage	Assessment
7-8	Year 3	KS2	Baseline Assessment following Witherslack Group standardised tests.
8-9	Year 4	KS2	Multiplication tables assessment
9-10	Year 5	KS2	Reading/Literacy assessment
10-11	Year 6	KS3	National tests in English reading, maths, and grammar, punctuation and spelling. Teacher assessments in English writing and science
11-12	Year 7	KS3	Internal WG assessments as appropriate
12-13	Year 8	KS3	Internal WG assessments as appropriate
13-14	Year 9	KS3/4	Entry Level Assessments, Asdan awards, Functional Skills assessments and other nationally accredited qualifications
14-15	Year 10	KS4	Entry Level and Functional Skills assessments and other nationally accredited qualifications
15-16	Year 11	KS4	Entry Level and Functional Skills assessments, GCSEs or other national accredited qualifications
16-17	Year 12	KS5	Entry Level and Functional Skills assessments, GCSEs or other national

			accredited qualifications
17-18	Year 13	KS5	Entry Level and Functional Skills assessments, GCSEs or other national accredited qualifications

7. REFERENCES

8. ASSOCIATED FORMS

9. APPENDICES

Oakwood Curriculum Mapping

Maths

KS2	KS3	KS4
National Curriculum Cornerstones Bedrock Learning	National Curriculum AQA My Maths White Rose Maths NCFE Functional Skills Level 1/2	AQA GCSE Mathematics AQA GCSE Statistics NCFE Functional skills Level 1/2 Edexcel entry level 1-3

English

KS2	KS3	KS4
National Curriculum Cornerstones Education	National Curriculum Project Based Learning AQA Unit Award Scheme NCFE Functional Skills Level 1/2	NCFE English Language Functional Skills Level 1/2 Edexcel Entry Level 1-3 ASDAN Short Course English Step up to English Silver/Gold AQA Unit Award Scheme AQA GCSE English Language AQA GCSE English Literature

Science

KS2	KS3	KS4
National Curriculum Cornerstones Education Twinkle	National Curriculum White Rose Science AQA Unit Award Scheme	AQA GCSE Science Synergy OCR Entry Level 1-3 AQA Unit Award Scheme ASDAN Science short course STEM Technical Award

Food Technology

KS2	KS3	KS4
Introduction to kitchen and cooking skills	Cooking & Nutrition BTEC Level 1 Home Cooking Skills ASDAN Foodwise	BTEC Level 2 Home Cooking Skills WJEC GCSE Hospitality and Catering ASDAN Foodwise

Computing

KS2	KS3	KS4
National Curriculum Lego Robotics Barefoot Computing	National Curriculum Lego Robotics AQA Unit Award Scheme	GCSE Computer Science Edexcel Entry Level 3 ICDL Robotics ASDAN Computing Cambridge National Creative I-Media

Humanities, MFL and RE

KS2	KS3	KS4
National Curriculum Cornerstones Education MFL taught on a discovery basis as a whole school language project	History and Geography taught on a carousel basis ASDAN Beliefs and Values R.E Passport MFL taught on a discovery basis as a whole school language project	MFL taught on an individual interest-led basis with language packages bought in for individual learners. ASDAN Beliefs and Values OCR GCSE History AQA GCSE Geography

Health studies, PE and Outdoor education.

KS2	KS3	KS4
National Curriculum Cornerstones Education	National Curriculum Vocational Activities	Edexcel Level 1/2 (and short course) GCSE Physical Education Health and Nutrition ASDAN Health and Fitness (Short Course) AQA GCSE PE (Short Course) Vocational Activities

PSHE/RSE/Citizenship

KS2	KS3	KS4
PSHE Association Relationships Curriculum Twinkle	PSHE Association RSE Curriculum Oak Academy AQA Unit Award Scheme	ASDAN PSHE (Short Course) ASDAN Living Independently (Short Course) ASDAN Enterprise (Short Course) ASDAN Careers (Short Course)

		Oak Academy ASDAN Leadership (Short Course) ASDAN Employability

Music/Drama

KS2	**KS3**	**KS4**
Introduction to music and drama-based activities (linked to curriculum)	Music lessons facilitated on an individual interest-led basis	Music lessons facilitated on an individual interest-led basis

Art

KS2	**KS3**	**KS4**
Cornerstones Education Therapeutic Art	Creativity Therapeutic Art	ASDAN Creative Arts AQA GCSE Photography

Opportunity for Vocational Activities

KS2 - 4
Forest School Education
Outdoor education
Horse Riding
Rock Climbing
Music Lessons
Scuba Diving
Racquet Sports
5 a-side football
Fishing
Kayaking
Paddle Boarding
Orienteering
Swimming
Singing
Bush craft