

Langham Oaks School

Curriculum Policy

Intent

The long-term aims of the school are to attempt to resolve in some part the social disadvantage these pupils experience through excellent preparation for:

- future employment
- a healthy, proactive and positive role in society

To do this, pupils must be equipped with:

- the knowledge, skills and attributes to access further education at 16 to increase chances of employment and widen choice into adulthood.

So, in order to start closing the academic and social gap between these and pupils and their peers in other schools, we aim for all pupils to leave with:

1. Appropriate accreditation to facilitate entry into further education courses at 16. Ideally, this would be at least 3 GCSEs Grade 1-9 to access Level 1 or 2 courses. Other students will leave with a portfolio of Entry Level or AQA awards with a minimum of the core subjects of English and Maths at Entry Level or Level 1. This will provide external validation that pupils have basic skills as a starting point for continued learning and internal validation that success is possible.

Current offer: Sept 2020

Subject	Qualification/Accreditation
Art	AQA GCSE art and design
Careers	Year 11 Unaccredited Year 10 Economic well-being and financial capability qualification 1/2 NOCN (New)
Computer Science	Level 1/2 Cambridge Nationals
Design Technology	Year 11 Non Accredited (New) Year 10 AQA GCSE
English	GCSE/Level 1/2 Step Up/ entry level
Food Technology	Level 1 award/ certificate NOCN GCSE AQA (New)
Horticulture	NOCN Level 1 Award/Certificate (New)
Maths	GCSE/Entry level
Outdoor Learning	Duke of Edinburgh Award Bronze/Silver
Physical Education	Year 11 : Level 2 Year 10 : Level 1/2 Sports Leaders
PSHE	Level 1/2 NOCN (New)

Science	AQA Synergy GCSE (2 GCSE's)
Social Skills	Possible level 1/2 NOCN
Residential	Life Skills NOCN (New)

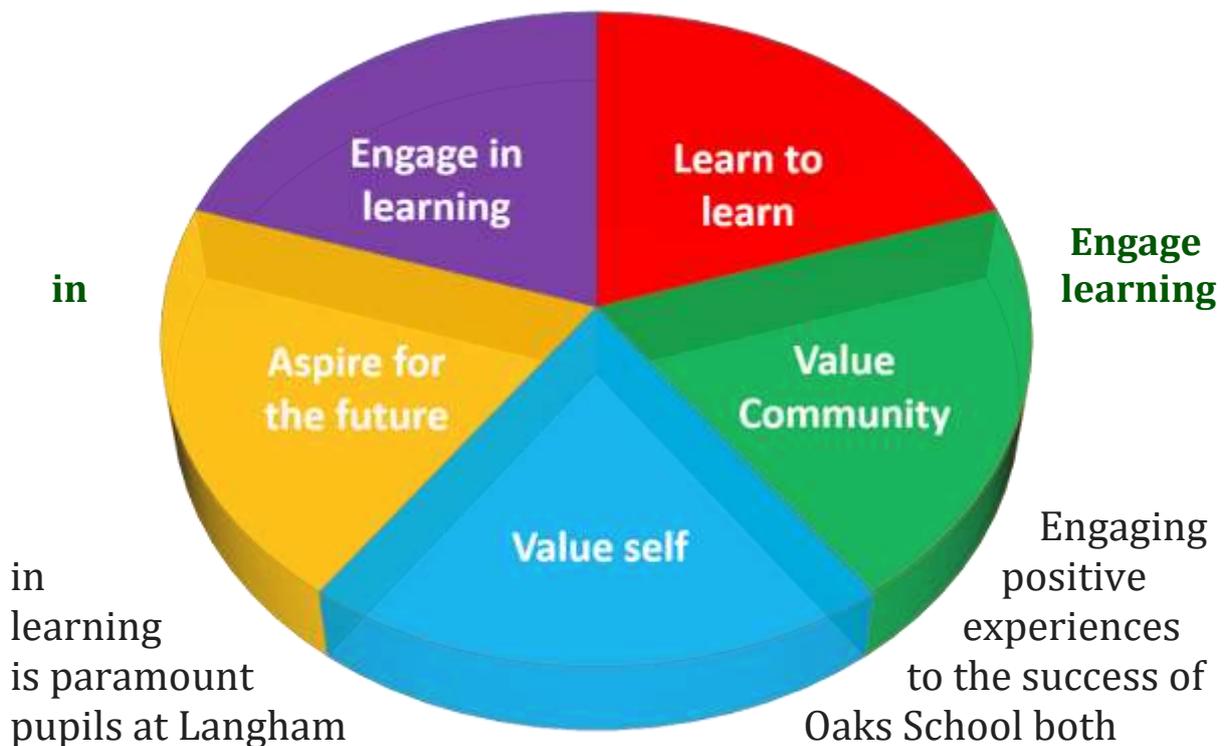
2. The necessary personal skills for employment, i.e. critical thinking, dependency and flexibility, interpersonal skills, problem solving and motivation

3. Aspiration for the future and an understanding of the world of employment, through work experience and experiences of employment. (This will include listening to visiting speakers, visiting different sites and venues to understand what opportunities may be available and having the opportunity to develop skills ready for employment such as form filling and interview skills.)

4. The emotional resilience and mental health to support the focus, attention and pressures of academic achievement and then to sustain the rigour of continued employment

Langham Oaks seeks to address the social disadvantage these pupils find themselves in. To do this, these four core areas must be developed simultaneously through a curriculum which is planned and sequenced to accommodate the beginning of the pupils' journey at Langham Oaks and which builds on developing skills. This will culminate in the relevant accreditation and self-knowledge, attributes and skills to move forward confidently into adulthood.

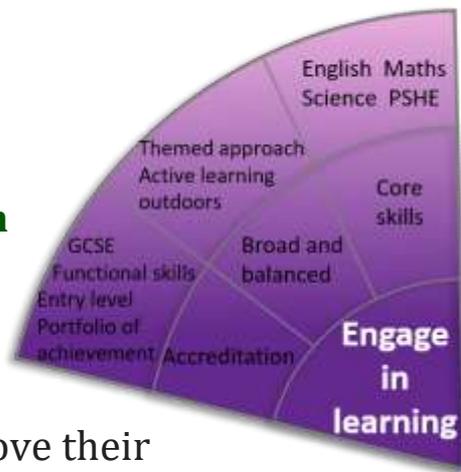
To achieve the aims above, we have created a broad, balanced and engaging curriculum. Every experience we offer in school has been carefully mapped into five key outcomes



Engaging positive experiences to the success of Oaks School both academically and on a social and emotional level. The curriculum has been designed to make sure that we encourage engagement at each stage of a pupil's development. In year 6 and 7 we focus heavily on the development of social and emotional skills, reengaging pupils with the learning process and giving them the confidence to feel successful. We call this the **engage** phase. In year 8 and 9 we are looking to broaden their development, in particular building upon the feeling of self-worth and their place within the school community. We want the pupils to feel heard and feel empowered to make good decisions. We call this the **develop** phase. By year 10 and 11, pupils are ready to explore the wider community. We increase the focus around accreditation, college and careers supporting them with their future decisions and motivating them to achieve. Unsurprisingly, we have called this the **achieve** phase.

Learn to learn

A large part of the experience that will improve their teaching that pupils have had in difficult mainstream settings where they have struggled to meet the demands of the curriculum and expectations around behaviour. This can often be because their underlying social, emotional and learning needs have not been met. At Langham we aim to address this deficit in their learning by coaching the necessary behaviours for learning, social skills and emotional intelligence. In essence, pupils are taught how to learn and be successful in school.



of the learning in SEMH schools, is pupils the behaviours learning potential. Many experiences in



Value Community

At Langham Oaks school, all of the teaching staff work tirelessly to make sure the boys we teach feel valued, safe and gain positive experiences. This sense of belonging is a culture we aim to foster in everyone. We also aim to create experiences for the pupils so they can value their own communities and become a positive citizen within them. We achieve this by promoting external links in the local community, collaborating on projects within the community (clearing the local footpaths, providing home grown produce for the local shop) as well as inviting them into the school to forge friendships and trusting relationships (dining under the oaks, invitations to sports day and our end of year celebration).



Value Self

Pupils at Langham Oaks School have a range of social, emotional and learning needs. Left unsupported, this would drastically impact on the potential progress our pupils can make. Supporting pupils to believe they can be successful and value themselves is embedded into everything we do in school. Providing opportunities to foster this belief can be seen everywhere you

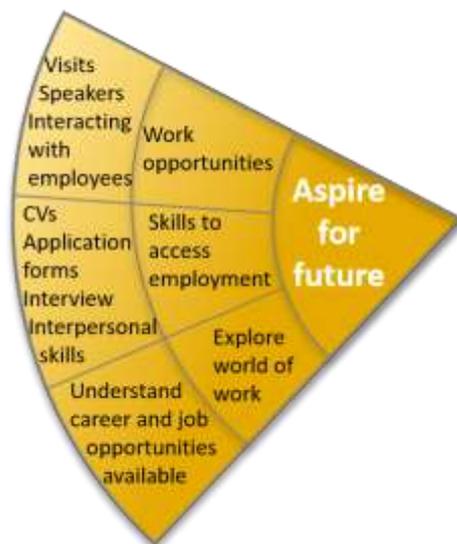
look, from activities in class, trips and visits, clubs, sporting fixtures or residential opportunities to name but a few.

Aspire for the



future

School is the stepping-stone to higher education and the world of work. At Langham Oaks we are passionate about providing a clear route forward for our pupils. We aim to provide the support, knowledge and skills that will make our pupils feel comfortable with their next steps into the wider world. We achieve this by offering a comprehensive careers, PSHE, life skills and social curriculum, purposely designed to provide pupils with all of the tools they will need in the wider world.



Implementation

To achieve our five outcomes, we have split the curriculum into three key developmental areas, each providing a different learning experience and curriculum offer.

Pupils typically enter Langham Oaks at Year 6 or Year 7 from schools where they have: been isolated from peers, working closely with a single adult, had reduced opportunity and success working with peers in groups, reduced experience of the full curriculum and limited positive interactions within school.

The initial task of the school is to regroup and refresh pupils' attitudes to self, others and learning, moving through to leaving the school with confidence, a renewed attitude and experience of learning. The school will structure this journey in 3 phases:





Subject	Subject Coverage
Coverage	<p>Subject Coverage</p> <p>English x 4 sessions each week Maths x 4 sessions each week Science x 2 sessions each week Outdoor learning x3 sessions each week Food Technology x2 Art x 1 sessions each week Computing x2 Design Technology x 2 sessions each week Swimming x 2 sessions each week PE x 2 sessions each week PSHE x 2 sessions each week</p> <p>Therapy and Subject Intervention available: Play/Art therapy, Horticulture therapeutic opportunities, English and Maths intervention</p>
	<p>Organisation</p> <p>The class will operate for most of the week as a group developing attachment and relationship with consistent adults and peers.</p> <ul style="list-style-type: none">• The first 25 minutes of the day will be a time to regroup and refresh as a group to talk, eat and plan the day. Pupils will have the opportunity in this time to have the appropriate sensory experiences to regulate and begin learning.• Creative curriculum, designed to create re-engagement with the learning process.• Each subject specifically designed as the building blocks towards future accreditation and qualifications e.g. Outdoor learning leads towards Duke of Edinburgh in the later key stages• Each lesson will have a personal or social skill focus to build a positive concept of self and learn how to be and work with others.• Progress data will continually inform teachers where above or below progress is occurring. Teachers will continually reassess targets for pupils to maximise each learners progress potential. <p>Additional Therapy Group</p> <p>Pupils will be offered extra therapy to help with their complex needs if and when needed. The school currently offers Play and Art therapy, Circle farm, Dedham farm and horticulture. The school is always looking at opportunities to increase its therapeutic opportunities to increase the support for the complex needs of our pupils.</p>

PHASE 2: Year 8 and Year 9

Pathway Planning:



Broaden, Focus, Develop, Plan ahead

Key Concepts	Purpose
Dependability	In Year 8 begin to think ahead to the future ready to work in more discrete subject areas in Year 9 and start the accreditation process. Incorporate looking outwards to the world outside and skills needed for future independence and employment. Develop the skills for independent and focused working moving towards the concept of accreditation and aspiration for planning for the future.
Respectful	
Perseverance	
Focus	Subject Coverage and Other Input
Aspiration	English x 4 sessions each week
Consequence	Maths x 4 sessions each week
Responsibility	Science x 2 sessions each week
Engagement	Careers x2 sessions each week
Resilience	Outdoor Learning x3 sessions each week
Motivation	Art x 2 sessions each week
Independence	Design Technology x 1 sessions each week
Flexibility	PE x 2 sessions each week
	PSHE x 2 sessions each week
	Food Technology x2 sessions each week
	Employment experiences: Offer to include range of experiences with employers such as talks, visits and brief experiences in work places. Begin work with Preparation for Adulthood Advisor. Positive links with the Essex Fire Service to provide work Experience and learning opportunities
	Emotional and Mental Health Support: Youth Service programme to build resilience and individual case work to restore focus for some. Build relationships ready for focused work in Year 10 and Year 11
	<p>Organisation</p> <p>In Year 8 and 9 the pupils will be taught by subject specialists with a focus on social development and moving towards accreditation.</p> <ul style="list-style-type: none"> The first 25 minutes of the day will be a time to regroup and refresh as a group to talk, eat and plan the day. Pupils will have the opportunity in this time to have the appropriate sensory experiences to regulate and begin learning. In Year 8 – the focus will be around creating responsibility and engagement with their own learning. All lessons should include a social learning element from collaborative work through to improved engagement and participation Year 9 – Is the tipping point for accreditation. Pupils will be entered for entry level qualifications and can bank the qualification by the end of year 9. Progress data will then inform the pathway they will take in each subject (Entry level, level 1 or 2 and GCSE) Pupils in year 9 can choose options for their accredited studies. They can choose X2 options from Media, Sports Leaders, Arts Award, Horticulture, tailoring their learning pathway to fit an area of interest Each lesson will have a personal or social skill focus to build a positive concept of self and learn how to be and work with others Progress data will continually inform teachers where above or below progress is occurring. Teachers will continually reassess targets for pupils to maximise each learners progress potential.

PHASE 3: Year 10 and Year 11

Exit Pathway:



Future, Accreditation, Consolidation, Planning

Key Concepts	Purpose
Reliability	<p>The core task of Years 10 and 11 is to think ahead to the future and plan for adulthood and further education. This will be achieved by increasing the number of core subject lessons to maximise their potential in maths, English and science. All other subjects (exc D&T) will offer an accredited route.</p> <p>In conjunction, pupils will continue PSHE to help support with the growth of their social and emotional intelligence as well as a comprehensive careers package which will support them with transition into KS5 as well as providing positive experiences around the work place and further education opportunities</p>
Perseverance	
Self-Management	
Collaboration	
Dedication	Subject Coverage and Other Input
Energy	English x 5 sessions each week
Adaptable	Maths x 5 sessions each week
Consequence	Science x 2 sessions each week
Responsibility	Careers x2 sessions each week
Risk taking	Computing x2 sessions each week
Resilience	DT x1 sessions each week
Motivation	PSHE x 1 sessions each week
Independence	Sports Leaders x2 sessions each week
Flexibility	Duke of Edinburgh and Horticulture x 2 sessions each week
Team Worker	Art x2 sessions each week
Role Model	Food Technology x2 sessions each week
	Therapy and Subject Intervention available: Play/Art therapy, Horticulture therapeutic activities, English and Maths Intervention
	Work experience programmes plus work taster sessions. Focused work with Preparation for Adulthood Advisor on transition planning.
	Emotional and Mental Health Support: Youth Service Programme: Opportunity Ready for Year 11s for those struggling to find focus for transition: Emotional Health and Wellbeing Course for Year 10s in Autumn Term to support confidence moving forward plus individual case work to restore focus for some.
	Organisation
	Pupils will continue to have form time with their tutor to plan the day and receive the PSHE lesson twice a week (with a focus on college and the work place). Learning will be in subject specific lessons
	Work experience and opportunities to make college visits within a planned programme will operate throughout the year
	There will be opportunity for independent but supervised study time

To better understand how we will implement success, please follow the links to our assessment and curriculum handbook which will detail how we manage and monitor progress in school.

***Insert curriculum handbook link**

***Insert Assessment handbook link**

Impact

The intent and implementation of our curriculum can only be substantiated by positive outcomes for the pupils. We will measure the impact of our curriculum on academic and social development using the following measures.

