



Oak Bank School

Curriculum Overview

Windows of Opportunity – Learner Development

Yr 12	Skills for Life & Employability	Learning for Life	Securing Futures	Key Stage 5
Yr 11	Preparation for Attainment / Examination		Academic / Accredited Performance	Key Stage 4
Yr 10	Preparing for Pathways / Specialisation		Acquiring Specialised Knowledge	
Yr 9	Subject Performing / Performing			Key Stage 3
Yr 8	Broadening Curriculum / Subject Development	Social & Emotional Development	Broad learning Experience	Key Stage 3
Yr 7	Learning to Learn / Subject Awareness, Introduction & Transition		Secondary Ready / Oak Bank Ready	
Yr 5 & 6	Classroom FUNdamentals / Enjoyment		Classroom Expectations Readiness for Learning	Key Stage 2

Key Stage 2

Yr 5 & 6: Preparation for Learning

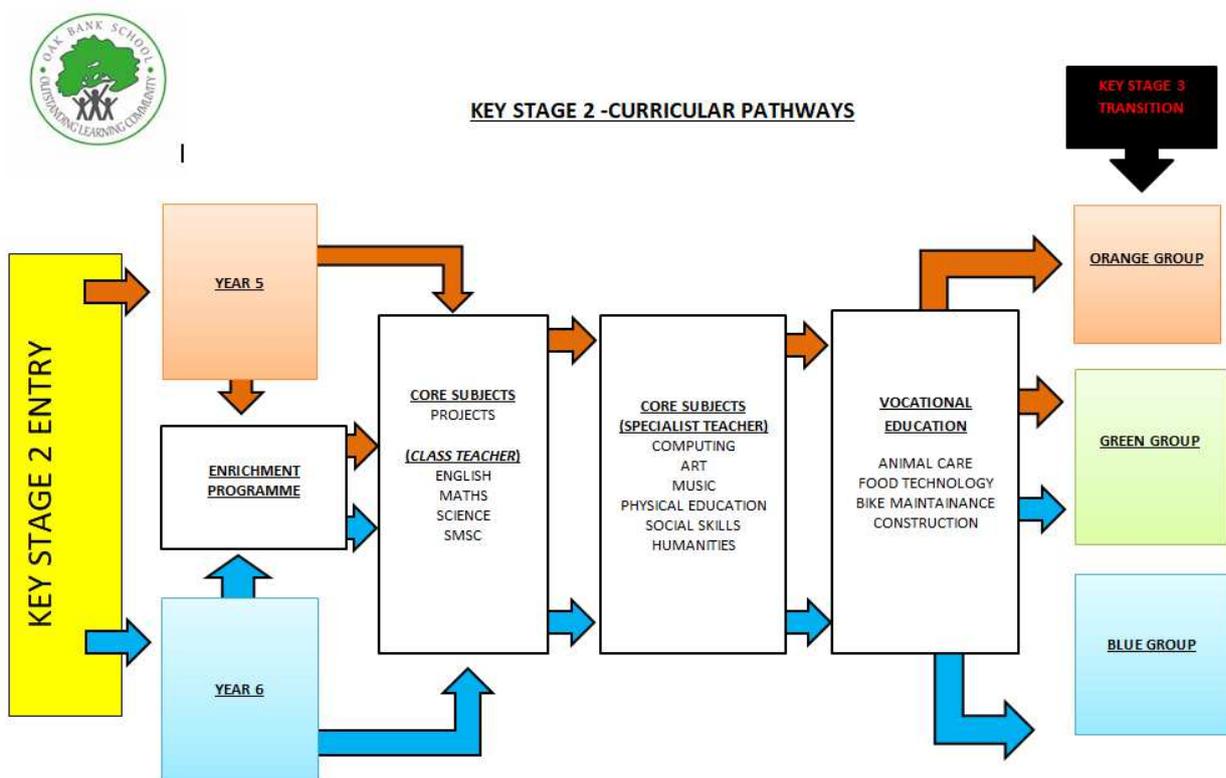
Oak Bank School's Key Stage 2 is based within a dedicated area of the school. It is a supportive setting that seeks to prepare children for Oak Bank school life. Classes are small and are supported by key specialised teaching staff with a breadth of primary school experience.

There is a great emphasis on the development of language and communication, which is modelled by the whole staff team. Fun and enjoyment of learning is of high priority. A project based delivery is employed for core subjects that praise effort and engagement above attainment. We aim to develop a 'Growth Mindset' over a 'fixed mindset' in our young learners.

Adopting a project approach, similar in format to an Early Years Foundation Stage curriculum delivery, allows individuals to flourish and explore their learning.

Breakfast, lunches and learning is delivered in the Key Stage 2 area which increases the opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to.

As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.



Yr 7 Learning to Learn.

In the final year of the key stage, children are supported in their move towards a main school timetable. This is done by expanding the breadth of discrete subjects, increased variety of staffing and the teaching areas used.

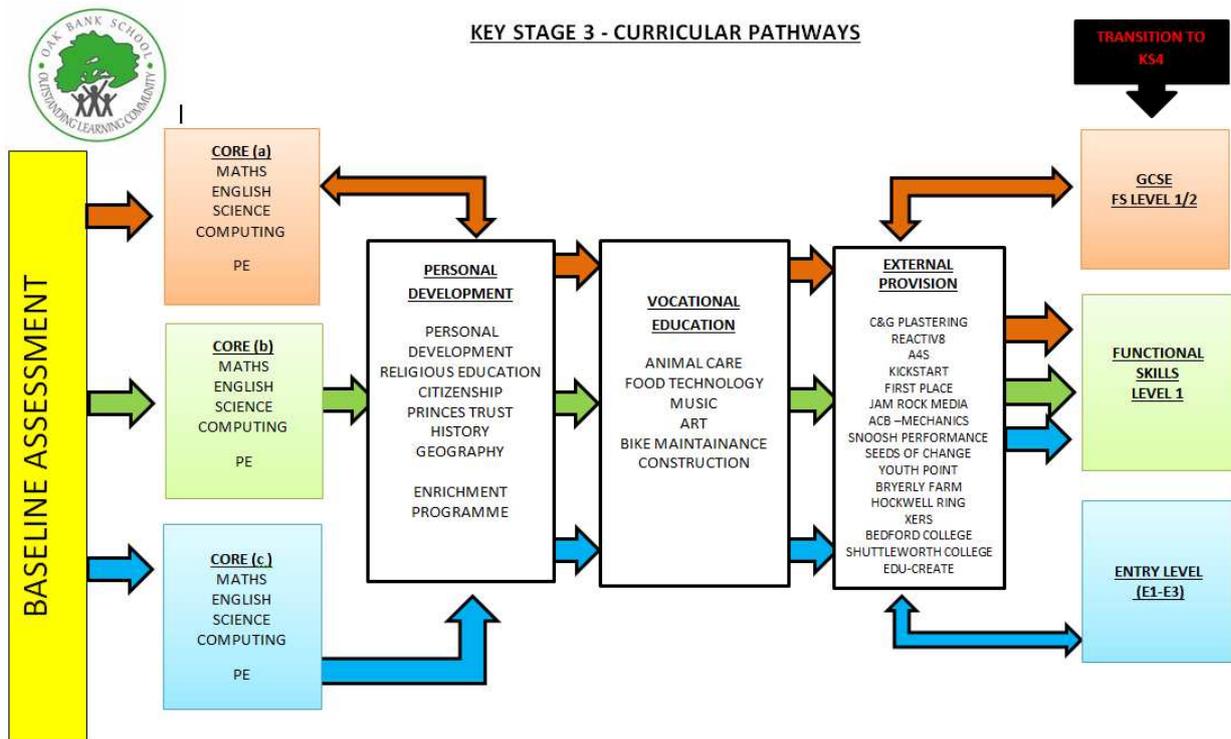
This process is conducted with careful consideration as our year 7's become more subject conscious. They will have learnt classroom expectations and will have increased their self-confidence as learners.

Key Stage 3

At Key stage 3 we transition from the primary setting into the main school. Children are supported in their move towards a main school timetable. This is done by expanding the breadth of discrete subjects, increasing the variety of staffing and the teaching areas used.

This process is conducted with careful consideration as our year 7's become more subject conscious. They will have learnt classroom expectations and will have increased their self-confidence as learners.

Year 8 and 9 develops subject knowledge across a broad range of subjects. Students are encouraged to explore their potential. Often gaining specialised subject knowledge in these years leads to potential pathways at key stage 4. High expectations are set for attainment outcomes using available data and progress at key stage 3.



Science rational - 2017/18

Science Curriculum Rationale



Oak Bank’s two full time Science teachers gave notice and departed in the summer term. Adverts for these vacancies have been put onto our website and we are currently in the process of arranging interviews for applicants (Head of Science). There is a National shortage of Science specialists in schools, but we are hopeful that we can fill our positions as soon as possible. We have had interest and have toured prospective applicants.

Due to contractual obligations, an applicant currently employed in schools would have to give a half terms notice and could only leave at the end of a term. The implications of this is that a new appointment can start no sooner than January. In June, all applicants were in current posts and the decision was made to interview in September to allow a longer time frame for potential teachers to apply.

Either way, we would be in a position of having no science specialist for the current term. As a school, we view science as a very important subject in our curriculum. We want to employ the right person in this post. A dynamic and engaging head of department to drive progress in a subject we have invested in.

In the interim, we have made decisions regarding the delivery of the Science curriculum. Mr Collier, our Deputy Head, has specialisms in human physiology and areas of the physics syllabus. He has prioritised delivery for the key stage 4 students as they prepare for

examinations and has taken over lead teaching of the functional skills and GCSE syllabi. A science teacher

Students in Key Stage 3 have temporarily had Science removed from their curriculum. However, we are keen to ensure they do not fall behind in their science subject knowledge. To address this, we have mapped across the curriculum where Science elements will be delivered (*please see below*). This is a significant volume of the subject content required by the National curriculum as well as knowledge and understanding directly related to courses leading to attainment outcomes.

Mr Collier will coordinate the assessment of progress in Sciences across both Key Stages allowing for a smooth transition once an appointment has been made.

Department	Elements of Science	Components / Unit
English	Medical Drugs	
Mathematics	Types of Forces Effects of Forces Speed Reaction Times & Stopping Distances	Comp 5: Energy, Forces & Structure of Matter
Physical Education	Respiration Human Circulatory System	Comp 1: Human Body
	Types of Forces Effect of Forces Speed Reaction Times	Comp 5: Energy, Forces & Structure of Matter
Prince's Trust	Burning Fuels Changes in Earth's atmosphere / Weather	Comp 4: Chemistry in our World
Information Technology		
Geography	Water for Drinking	Comp 4: Chemistry in our World
History	Human influences on the atmosphere Crude oil & fuels	Comp 4: Chemistry in our World

Animal Care	Automatic control systems Food webs / Building blocks of living organisms	Comp 1: Human Body
Construction	Metal Reactions	Comp 4: Chemistry in our World
Food Technology	Human digestive system	Comp 1: Human Body
	Energy resources Increasing the rate of chemical reactions	Comp 4: Chemistry in our World
Bike Maintenance	Stopping distances Types of forces Effects of Forces	Comp 5: Energy, Forces & Structure of Matter
Music Technology		
Citizenship	Changes in the Earth's atmosphere	
SMSC	Sexual Health Uses of hormones in controlling fertility Medical drugs Infectious Diseases	Comp 1: Human Body

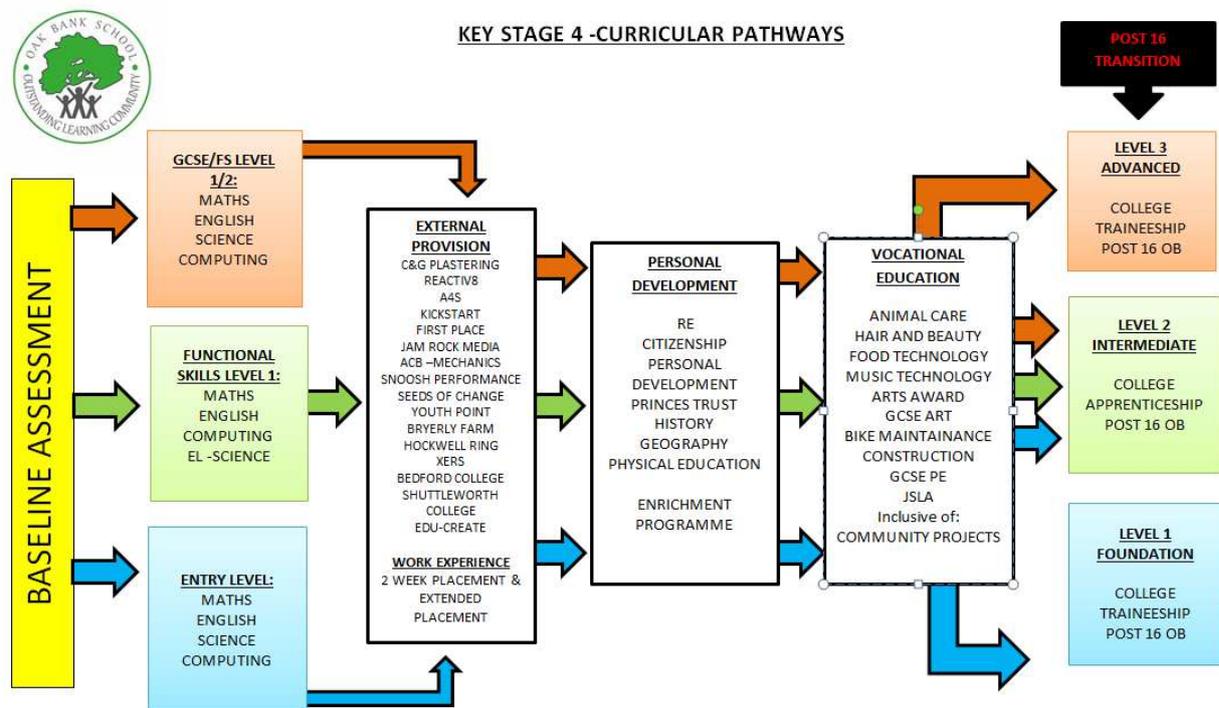
Key Stage 4

At key stage 4, students focus on acquiring specialist knowledge and accredited outcomes in order to prepare for their next steps in Education, training or employment. The Government require young people to either:

- stay in full-time education, for example at a college
- start an apprenticeship or traineeship
- or
- spend 20 hours or more a week working or volunteering, while in part-time education or training

In order to prepare for these next steps, all students in Key stage 4 are expected to follow and accredited programme in all subjects to give them the widest variety of options at the end of Year 11.

In Key stage 4, all students follow a curricular pathway. displayed below which is then personalised to meet both their needs and future aspirations.



Key Stage 5

Yr 12 Employability

At year 12 we provide a supportive education for our students wishing to continue their progress into adulthood. We help students to make positive contributions to their personal life, family and community.

Oak Bank has been recognised for its “excellent teaching” and for our fostering of our pupil’s self-belief. Ofsted acknowledged our “outstanding pastoral care” and our “highly effective strategies for dealing with anxieties and emotions”.

By providing a continuation of our strong education and pastoral support we can give the appropriate students a more positive start to further education, skills for employment and life.

Sixth Form students will have access to accredited courses and learning which includes GCSE’s and recognised vocational qualifications to provide them with employment opportunities.

Personal Development

Personal development is an important component of Sixth Form. We recognise that students have reached a milestone in their lives where an independent lifestyle beckons. Becoming a well-rounded individual is about more than acquiring qualifications. Our curriculum at this stage is highly personalised and all students will engage with programmes that support their independence, social interaction and opportunities for recreation.

Curriculum Structure 2017/18

CURRICULUM STRUCTURE 2017/18							
Year Group	11	10	9	8	7	6	5
Core							
English	5	5	4	4	English, Maths and Science are taught through projects		
Science	2	2	0	0			
Maths	5	5	4	4			
Projects					10	17	19
Computing	1	1	2	2	1	1	1
PE	3	2	4	3	4	4	4
Princes Trust	2	2	2	2	2		
SMSC							
RE	1	1	1	1	1		
Citizenship	1	1	1	1	1		
Personal Dev (PD)	1	2	1	1	1		
Humanities	2	2	3	3	2	2	
Vocational Education	4	4	4	4	4	2	2
Animal Care	Options	Options	Options	Options	Options	Rotation	Rotation
Food Technology	Options	Options	Options	Options	Options	Rotation	Rotation
Art	Options	Options	1	1	1	1	1
Music	Options	Options	1	1	1	1	1
EXP Arts				1			
Bike Maintenance	Options	Options	Options	Options	Options	Rotation	Rotation
Construction	Options	Options	Options	Options	Options	Rotation	Rotation
Sports Leaders UK	Options	Options					
GCSE Dance	Options	Options					
Hair and Beauty	Options	Options					
TUTOR TIME	1	1					
Total Lessons	28	28	28	28	28	28	28
Daily Enrichment	5	5	5	5	5	5	5
Weekly Enrichment	2	2	2	2	2	2	2
Tutor	1	1		1	1	1	1