

The Oakwood Academy

Curriculum Policy

2025-26



The Oakwood
Academy



Equality and Achievement

OUR MISSION & PRINCIPLES

Our Mission

Our goal is to ensure that all children, whatever their background and starting points, are given the opportunity to achieve their full potential, both in terms of academic achievement and character development.

We are determined to support the local communities we serve by providing excellent, high-achieving academies that will help transform lives and life chances.

Our Core Principles

We value teamwork, honesty, transparency and industry in helping to achieve our core purpose of 'Equality and Achievement'.


We believe in high aspirations, high expectations and high achievement for all.

- We promote high expectations for all our students
- We are committed to equality and diversity
- We value and celebrate academic achievement
- We aim to widen students' experiences
- We provide outstanding teaching








Curriculum vision


Our curriculum vision is for all of our students to have high aspirations, and to be confident, independent and resilient individuals. They will achieve excellence and become life-long learners, well prepared for the modern workplace. This will lead them to be responsible, respectful and active citizens who can make a positive contribution to society.

Our curriculum vision is underpinned by our school ethos of the 'Oakwood' Student.



OAKWOOD STUDENTS ARE...

- **ON TIME**
Students are on school site for 8:40am and in classrooms by 8:45am. Oakwood students attend school each day and are always on time for lessons.
- **ACHIEVING HIGHLY**
Students in our school are achieving target grades in assessments and are successful in school events and activities, sports teams, House competitions and earning House points
- **KIND**
Oakwood students are kind to others both in and out of school, they are respectful to staff at all times and promote a positive behaviour culture around school and the community.
- **WORKING HARD**
Oakwood students work hard, try their best in all lessons, enthusiastically engage in all support and tutor sessions and support peers in their learning.
- **ORGANISED**
Students always wear the correct school uniform and bring the correct PE kit and relevant equipment to all lessons. Students are always 'ready to learn'.
- **OPPORTUNISTIC**
Students at our school participate in co-curricular, Period 6, House competitions and engage in all aspects of school life including leadership.
- **DISCIPLINED**
Oakwood students are able to carefully control the way they work or behave to achieve their goal. They maintain a positive outlook, even when faced with challenges, and never give up.



Curriculum principles

To achieve our vision, our curriculum is built on the following principles:

We will:

- Provide a broad, balanced and ambitious curriculum that builds on prior learning and is designed to give all students the knowledge and cultural capital they need to succeed in life.
- Ensure our curriculum meets the needs of all students, including disadvantaged students, and students with special educational needs, developing their knowledge, skills and abilities.
- Provide a high quality personal development curriculum that enables students to go on to live safe, healthy and fulfilling lives. This includes a focus on:
 - Protected characteristics
 - Spiritual, Moral, Social and Cultural (SMSC)
 - Relationships, Sex Education and Health Education (RSHE)
- Provide a high quality careers education and guidance in line with the Gatsby benchmarks, allowing all students to make informed and aspirational decisions about their next steps.
- Support every student to become a confident reader, allowing them to effectively access all areas of the curriculum and develop their reading for pleasure.
- Offer a curriculum that fosters enthusiasm for learning and recognises progress and achievement.
- Encourage students to continue their learning outside of conventional lesson time; through further independent research /study and high quality co-curricular activities.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills, such as reading, literacy and numeracy.
- Collaborate effectively with Trust Directors and other schools in the Redhill Academy Trust, both at primary and secondary level, to regular review and improve our curriculum offer.
- Ensure our curriculum meets all statutory requirements.
- Regularly review our curriculum and respond to recent developments and incorporate best practice.

Implementation – a 5-year curriculum

Year 7 is the start of a 5-year curriculum journey at The Oakwood Academy. Our curriculum is clearly planned and sequenced over 5 years so that new knowledge and skills build on what has been taught before, towards clearly defined end points. We want our students to be confident in knowing more and remembering more.

Over 5 years, the key skills and knowledge for the core and foundation subjects are mapped out year on year to deepen and enrich students' understanding of these subjects, allowing them to recall and apply this knowledge fluently.

Each subject area has developed a 5-year curriculum plan. These are underpinned by schemes of learning for every topic, alongside individual lessons that build towards an overall curriculum aim for that subject. These subject aims tie together to realise the overall curriculum vision for school. For subjects that are first studied in year 10, the same approach is taken over 2 years.

Key Stage 3

At Key Stage 3, the curriculum is broad and balanced, allowing all students to study a wide range of subjects. The contents and skills taught cover all areas of the key stage 3 national curriculum. Across years 7, 8 and 9, there are opportunities for students to study topics in depth, as well as to build knowledge and skills that will effectively prepare them for future years at school.

We work closely with our feeder primary schools to ensure that our curriculum builds on the knowledge and skills developed at key stage 2, to ensure students make strong progress from the very start of secondary school. We also review our Year 7 curriculum with the involvement of primary colleagues from within our academy trust.

Key Stage 4



Options

Students choose 3 options to study from the start of Year 10. The options process is structured in such a way as to give students equal access to all subjects, to ensure they continue to pursue a broad, balanced and rich curriculum. The process is also highly flexible, providing students with free choice from the full list of subjects.

This approach ensures that the widest possible range of post-16 progression routes are available for every student, to allow them to make appropriate choices about further education and training. Students receive substantial support and guidance on selecting their options subjects, including assemblies, parents' evenings, options evenings, and tutor meetings.

The English Baccalaureate

We are highly ambitious for all students, and as a result the proportion of our students on the English Baccalaureate pathway (EBacc) is in line with the national average. As part of this pathway they select at least one of Geography or History, as well as at least one modern foreign language, such as Spanish or French. All students select three subjects from a wide range of curriculum areas, both technical, vocational and academic. These include: Art, Music, Drama, History, Geography, Spanish, French, Separate Sciences, Design & Technology, Food and Nutrition, Health and Social Care, Physical Education, Computer Science, and Business Studies.

In years 10 and 11, students continue on their 5-year curriculum journey in the core and foundation subjects through the core GCSE qualifications in these subjects, as well as their four finalised option choices. Students continue to build skills and knowledge to allow them to succeed in these qualifications, and are given sufficient curriculum time to build confidence and fluency in each subject area.

From Year 10, students also receive further support and curriculum opportunities to ensure they achieve the very best outcomes in their GCSE qualifications. These include:

Assertive Mentoring

Every Year 11 student is assigned an 'Assertive Mentor' with whom they meet regularly. Initial meetings involve parents; the programme places the onus on students to identify actions they need to take to maximise their success at GCSE. During each meeting, mentors and students discuss attendance, academic progress, revision strategies and preparation plus any further support needed to help them reach their target grades. Students are given extensive support in making the right choices for college, apprenticeships or sixth form in order to fulfil their ambitions and reach their true potential.

Study Support

During 11, students are able to attend weekly 'Study Support' sessions which run from 3.10pm to 4.10pm each day. These are available to every student in every subject area, and focus on closing gaps in knowledge and building the skills necessary to reach their aspirational target grades. Students in need of intervention are identified by subject teachers, and are invited to attend the Study Support sessions. However, every session is also open for every student to attend, to help them revise and prepare effectively.

Revision skills

Students in Year 10 and 11 receive regular support with revision skills, as well as targeted intervention in key subject areas. They have specific lessons throughout the year on how to revise and prepare effectively, so that they can be successful in the mock and final GCSE exams.

We teach students about all stages of the Revision Cycle, so they can prepare effectively for assessments, and consolidate their knowledge and skills throughout Years 10 and 11. There is also Parents Revision Skills evening every year, sharing these strategies with parents so that they can effectively support their son/daughter at home.

Tutor Time Intervention & Mastery

The Heads of Faculty for English, Maths and Science each have an intervention tutor group in Year 11, and in addition to their role as a tutor they provide intervention to a targeted group of students in their subject specialism. The cohort of students taking part in this program is reviewed regularly following assessments and data collections to ensure the right students receive the right intervention in a timely manner. Every Friday all Year 11 students also take part in a 25 minute 'Mastery' session on either English, Maths or Science delivered by a subject specialist.

Literacy

Additional classes and intervention

Students throughout the Academy that are identified as requiring extra help with their literacy or are given this support as part of their normal timetable. Students have literacy lessons taught by specialist teachers based on the Hackney Literacy Project.

Whole-school approach to reading

We believe that every student should be a confident reader, as reading is the passport to lifelong success. In order to fulfill their educational potential, whilst equally to encourage reading for pleasure, all students participate in the Drop Everything and Read (DEAR) programme. Students in Years 7, 8 and 9 take part in DEAR time each day for 15 minutes. These students also have a regular reading test to identify those in need of further support and ensure they are able to reach a minimum chronological reading age of 15 by Year 9. All students across the academy take part in DEAR time once a week, in tutor time.

In addition, one hour a week of the curriculum in Years 7, 8 and 9 is dedicated to reading. Students spend the lesson in the library, reading their Accelerated Reader books and completing activities based on what they have read. Upon completing a book, students take a short comprehension quiz to check their understanding and then have a discussion with the librarian about an appropriate next book to read. Teaching staff analyse their quiz data and help students to set targets to further develop their reading progress. There are regular celebrations of students who meet targets, gain 100% on their quizzes and read the most words, including an annual Trust reading celebration event.

Students also have regular reading tests as part of the curriculum and this data is used to inform teaching and learning as well as reading interventions.

We build a culture of reading through regular events throughout the year, including a Week of Words (around World Book Day) and participation in national events such as 'Poetry by Heart'. Our library is an integral part of school life, with all students having regular access with a full-time librarian. Nottingham is a UNESCO City of Literature, and we work alongside the UNESCO team, with our Young Literature Ambassador attending events through the year. In addition, the Trust runs an annual Book Awards event which our students contribute to.

Personal Development

Personal Development is an essential part of our school curriculum. Personal Development extends the curriculum beyond academic, technical and vocational elements. Our aim is to support students to develop a wide range of personal skills and understanding, across many diverse aspects of life.

We also want our students to gain an understanding of the world they are growing up in, and to learn to live alongside, and show respect for, a diverse range of people.

The protected characteristics are actively promoted through our personal development curriculum, supported by our school ethos of the Oakwood Student and our behaviour policy.

Personal Development Period

All students take part in Personal Development lessons for 1 hour every three weeks, known as the Personal Development Period (PDP). These are age-related sessions that allow specific content to be delivered effectively.

Relationships, Sex and Health Education (RSHE)

We want all of our students to go on to live safe, healthy lives, and to have the skills to manage their academic, personal and social lives in a positive way. A good understanding of relationships, sex, and physical and mental health is key to achieving this. We have designed an RSHE programme to meet these needs, delivered to all students as a series of age-appropriate sessions through the personal development period, as well as through assemblies.

Co-curricular programme – Curriculum Plus

We strongly believe that learning does not stop at the end of the school day, and we offer a comprehensive Co-curricular programme. All students are able to attend a wide variety of **‘Curriculum Plus’** activities from 3.10pm each day, including sports teams, expressive arts workshops, and clubs in creative writing, science, humanities languages, languages and technology. Year 11 students are also able to attend ‘Study Support’ revision sessions in all subject areas to support with their revision and exam preparation. Finally, all students are able to attend a daily homework club, with additional support for SEND students provided through ‘The Zone’.

These activities are free of charge for all students.

Careers education and guidance

The Oakwood Academy is committed to providing all students in Years 7-11 with a programme of careers activities and guidance. The programme has been developed in line with the eight Gatsby

benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance. All students take part in a range of activities of their five years at the academy, including assemblies, employer visits, workshops, work experience, and careers interviews.

All students receive impartial careers advice, and have the opportunity to work with a dedicated careers guidance officer in school.

We have strong links with local post-16 providers, including our own outstanding 6th form provision at The Redhill Academy. All students take part in a range of transition and taster events during Years 10 and 11 to support them in making appropriate and aspirational choices about their post-16 destinations.

Religious Education (RE) and Spiritual, Moral, Social and Cultural Development (SMSC)

Students receive 1 hour per week of Religious Education in years 7 to 10. In Year 11, religious education is included as part of tutor time, assemblies and PDP. The RE program offers learning opportunities that relate to spirituality, ethics, religion and philosophy and cover a balanced range of world religions and belief systems. All students also take part in SMSC sessions each week through assemblies, and every three weeks through the Personal Development Period.

Tutor Time and House Activities

All students are part of a house tutor group within the vertical tutoring system. Students attend tutor time for 25 minutes each day where they take part in a programme of activities. These include Drop Everything and Read (DEAR), RSHE, SMSC, Pledges, and wider Personal Development. Each day all tutor groups take part in debates on current affairs and wider issues, activities to engage students with improving reading, literacy skills, and quizzes. Every subject area also runs annual house activity competitions which are open to all students in every tutor group.

Assemblies

Students attend a weekly house assembly, alongside additional year group and subject-specific assemblies when appropriate. The assembly programme is designed to promote understanding and respect for the protected characteristics, reinforce British Values such as democracy, the rule of law, individual liberty, and mutual respect and tolerance, and explore themes aligned with the Trust's Equality calendar. Each of the four houses engages with these topics through a tailored programme that also includes RSHE, SMSC, and opportunities for student recognition and celebration. Year 11 students also have their own additional assembly rota to help them prepare for GCSE exams.

Pledges

At The Oakwood Academy, our 'Pledges' are built around the core values of the Oakwood Student.

Each week, students reflect on their progress by analysing their positives and negatives from their own individualised Class Charts, reviewing their attendance, and identifying what went well. They then set personal targets to help them grow and succeed in the week ahead.

Throughout the academic year, students are recognised and rewarded for the number of positives they achieve through our structured rewards system. These achievements are celebrated at the end of every term during House assemblies.

Our rewards system is designed to motivate and inspire, with students working towards Bronze, Silver, and Gold badges. Those who consistently demonstrate all the Oakwood Student values across the year will be honoured with the prestigious Pledge Badge, personally awarded by Mr Gilbert.

Student responsibilities and leadership

All students are representatives of one of four houses – Animus, Certus, Robus or Virtus. As part of the vertical tutoring system, they are able to support other students, and take leadership roles within tutor groups. Students lead on house activities and are regularly involved in delivering assemblies. Each house also has a House Captain. Every house has at least one nominated charity, and students lead on fund-raising activities. Students are able to regularly take part in student voice activities, and are a key part of the interview process for new staff, providing tours to candidates and running student interviews. Students also volunteer to provide support and guidance for parents at welcome events and open evenings. All leadership activities contribute to the pledge passport.

Curriculum organisation



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Students study for 25 hours per week. This is comprised of 5 one hour lessons each day.
The table below shows how many hours per week our students study in each subject area.

Key Stage 3

Subject	Year 7	Year 8	Year 9
English	4	4	4
Maths	3	3	4
Science	3	3	3
History	1.5	1.5	1.5
Geography	1.5	1.5	1.5
Religious Education	1	1	1
Modern Foreign Languages	2	2	2
Second Language / Literacy	1	1	
Design Technology	2	2	2
ICT	1	1	1
Physical Education	2	2	2
Art	1	1	1
Drama	1	1	1
Music	1	1	1
Tutor Time	20 min daily	20 min daily	20 min daily

Year 10 and Year 11

Subject	Year 10	Year 11
English	5	5
Maths	4	5
Science	5	5
Religious Education	1	1*
Physical Education	1	1
Each Option subject (x3)	3	3
Wider Curriculum / Tutor Time	20 min daily	20 min daily

*delivered through tutor time.

Detailed curriculum information for each subject area and year group can be found in the Curriculum Maps section of the school website or by requesting information from the subject leader.

Please see the names of subject leaders below:

Subject	Subject Leaders
Maths	Mrs Chapman
English	Miss Sanderson
Science	Mr Bradbury
Languages	Miss Wheeldon
History	Mrs Smith
Geography	Mr Wood
Religious Studies	Mrs Pettifor
Design Technology	Miss Eames
ICT and Business	Mr Gauvain
Physical Education & Health and Social Care	Miss MacNaughton
Expressive Arts	Miss Eames

Curriculum Impact



At the Oakwood Academy, our curriculum will enable all students to achieve their potential, regardless of their ability or background. Students will obtain meaningful and relevant qualifications which will allow them to access their chosen post-16 courses, further training and employment. Outcome measures will be strong, resulting in positive Progress 8 and Attainment 8 measures at GCSE. Students will gain in confidence, independence and resilience, becoming life-long learners, well prepared for the modern workplace. Our students will be responsible citizens who can make a positive contribution to society.

Evaluation of our curriculum

To ensure our curriculum continues to meet the needs of our students, we will conduct regular evaluation and review activities, including:

- Data analysis of whole school and qualification performance
- Destination data for our students
- Internal assessment data
- Outcomes for disadvantaged students and those with SEN
- Outcomes for students who receive catch-up funding support
- Work audits and lesson observations
- Faculty reviews and whole school short-notice reviews
- Staff, student and parent voice activities
- Engagement in Oakwood Plus activities
- Student attendance monitoring and intervention
- Student behaviour monitoring and intervention

Review

The governing body will review this policy annually and hold the senior leadership to account for its implementation.