



2025 CURRICULUM POLICY

Lead Governor: Link Teaching and Learning Governor

Senior Leadership Team Link: Assistant Headteacher

Last ratified: December 2025

Next Review Due: December 2027

Curriculum and Learning at Oakmoor School

At Oakmoor School, we are committed to providing the very best education for every student. Our broad and balanced curriculum is carefully designed to be both challenging and inclusive, ensuring that learners receive a personalised experience tailored to their individual needs.

We acknowledge the diverse starting points of our students and have designed our curriculum with inclusion at its heart, providing targeted support for those who are most disadvantaged. Evidence demonstrates that prioritising the needs of the lowest prior-attainers enhances the quality of teaching, strengthens the learning environment, and improves outcomes for all learners. Supporting those who face the greatest challenges is therefore not only an issue of equity, but also a strategic approach to raising standards across the whole school.

Our approach is underpinned by our priorities of Values, Ambition and Reading.

Our values of Ambition, Determination, Excellence, Kindness, Integrity, and Respect shape not only what we teach, but in how we teach, guiding our students to become confident, compassionate, and resilient individuals.

We have high ambition in all we do from our co-curricular offer, homework, careers, the consistency of teaching and learning and attendance.

Our 'Oakmoor Reads' programme – More details in Appendix 2.

We believe that by embedding these principles into every aspect of school life, we give our students the strongest foundation to thrive—helping them to succeed academically, grow personally, and achieve their full potential both within school and in the wider world.

Our vision is clear: to provide our students with the best possible outcomes and to support them in developing into good, well-rounded human beings who will flourish and make a positive contribution to society.

This policy provides the framework in which the curriculum has been developed to ensure that it meets the school's overall aims.

Curriculum Aims:

- 1) The school will ensure that all National Curriculum Statutory Orders are met, as well as statutory Religious and Health-related Education requirements, within the general provision of a broad and balanced curriculum.
- 2) The curriculum will build upon the KS2 curriculum allowing us to challenge students and set high expectations, while being sensitive to individual needs, circumstances, abilities and stages of development. It will promote the highest standards of progress and achievement for all students.
- 3) We recognise our students' different starting points and have structured our curriculum to ensure we are able to support the most disadvantaged students. Research consistently shows that focusing on the lowest prior attainers leads to better teaching practices, stronger classroom environments, and improved outcomes for all students. Supporting those who struggle most is not just an equity measure—it is a strategy that raises standards across the board.
- 4) All departments will use the curriculum to provide opportunities to actively promote our school values of Ambition, Determination, Excellence, Kindness, Integrity, and Respect.
- 5) The curriculum will provide a broad, balanced educational experience, which is adapted to meet the individual needs of each student, making learning accessible to all.
- 6) Our Careers curriculum runs from year 7 to 11, providing a breadth and depth of opportunities, which allow our students to consider a wide range of careers and the qualifications required to pursue their goals.
- 7) The curriculum should seek to extend beyond the National Curriculum requirements to provide a variety of stimulating educational experiences, which add to students' spiritual, moral, social and cultural development, as well as their cultural capital, thus preparing them to be active and responsible citizens within society.
- 8) Our extra-curricular enrichment provision will look to provide new opportunities to our students and further expand upon the learning taking place in the classroom.

These aims will be achieved through a curriculum, which observes the following principles:

- We are a highly inclusive school committed to fostering an environment where every student is valued as an individual and provided with equitable access to opportunities.
- Opportunities are designed to align with the context of students' lives while being responsive to their individual interests and needs.
- Curriculum experiences are designed to actively promote equity of opportunity and inspire high aspirations.
 - The curriculum fully meets National Curriculum requirements and encompasses citizenship, careers, enterprise, work-related learning, and personal and social development, including appropriate education on substance awareness, sexual health, and relationships.
 - Students benefit from access to a diverse and extensive programme of enrichment activities.
 - Students are offered a broad range of tailored learning pathways at Key Stage 4 to support their progression to the next stage of their education.
 - The curriculum fosters confidence and independence, equipping students for the next stage of education, training, employment, and adult life.
 - Students acquire essential skills that enable them to engage effectively with the challenges and opportunities of modern society.

Reference should also be made to the following policies:

- Teaching and Learning
- Assessment, Marking, Target Setting and Reporting Policy
- Sex Education
- Equality
- Homework

Collective Worship

Students gather in house groups for 'Community Congregation' every morning in our courtyard (weather dependent). We take this opportunity to celebrate the successes of our students and start each day with positive messages. Additionally, students also experience both House and year groups assemblies (depending on content). We use these opportunities to deliver key messages on our ethos, values and other key topics that arise throughout the year.

Appendix 1

Oakmoor statement on Assemblies

All House assemblies take place in either the theatre or the Sports Hall. On assembly mornings, Tutors will meet for Community Congregation, then return to their room to register their Tutor group. They will then go to the theatre/Hall at 8.30 a.m.

Tutors should stand by their Registration Group throughout the assembly. Academic and Pastoral Leaders (APLs) monitor the door and late arrivals to assembly. Any students who are late to assembly stand at the side of the hall on arrival. Students who are persistently late or who fail to turn up to assemblies are monitored and appropriate sanctions issued. Any member of staff with an idea for an assembly should contact Mrs Evans or their APL to raise their idea for discussion.

Appendix 2

Curriculum Policy for KS3 and KS4

Introduction

Our curriculum is designed to be broad and balanced, ensuring every student has access to a wide range of subjects and experiences. It aims to develop knowledge, skills, and character to prepare students to meet their full potential in achieving the best outcomes possible for life beyond school.

Key Principles of a Broad and Balanced Curriculum

- Provide a wide range of academic, creative, and practical subjects.
- Ensure progression and coherence from KS3 to KS4.
- Promote spiritual, moral, social, and cultural development.
- Support physical and mental well-being through PE and PSHE.
- Embed literacy, numeracy, and digital skills across all subjects.

Our School Values in the Curriculum

Our values of **Ambition, Determination, Excellence, Integrity, Kindness, and Respect** are woven throughout our curriculum. Examples are not limited to, but can include:

- **Ambition:** Encouraging students to aim high in all subjects and future aspirations.

- **Determination:** Building resilience through challenging learning experiences.
- **Excellence:** Maintaining high standards in teaching, learning, and outcomes.
- **Integrity:** Promoting honesty and responsibility in academic and personal conduct.
- **Kindness:** Fostering empathy and collaboration in group work and community projects.
- **Respect:** Valuing diversity and promoting inclusive practices across all subjects.

Reading Curriculum

We believe that a vibrant reading culture supports students' growth during their school years and in the future. Our reading curriculum is designed to ensure that all students can read effectively, understand a wide range of vocabulary, and have access to high-quality texts.

Students enjoy reading three times a week during their morning tutor sessions, using a carefully selected and sequenced library of books. This collection has been curated to provide:

- Empathy-driven texts that reflect our school values of Ambition, Determination, Excellence, Integrity, Kindness, and Respect.
- Opportunities to develop empathy, challenge stereotypes, and explore diverse cultures and experiences.
- A balance of classic and contemporary literature that broadens horizons and stimulates curiosity.

We know that reading for pleasure enriches a child's awareness of the world and develops empathy, while also promoting positive mental wellbeing (National Literacy Trust). Our approach ensures that reading is not only an academic skill but also a lifelong habit that nurtures personal growth and resilience.

Futures and Careers Curriculum

Our careers education is embedded throughout KS3 and KS4. Students explore a wide range of career pathways through:

- Dedicated careers lessons and PSHE modules
- Employer encounters, workplace visits, and guest speakers
- Integration of career links within subject teaching (e.g., STEM careers in Science)
- Access to impartial careers advice and guidance

- Opportunities for work experience and vocational learning in KS4

This approach ensures students gain a depth of knowledge about diverse careers and understand the qualifications, skills, and experiences needed to access them.

Appendix 3

Oakmoor School Statement on the English Baccalaureate (EBacc).

Oakmoor School shares the government's commitment to ensuring that all students have access to a broad and balanced curriculum. The EBacc curriculum includes study of the following at GCSE Level:

- English Language
- Mathematics
- 2 Sciences
- Geography or History
- A Modern Foreign Language (French or Spanish at Oakmoor School)

The previous government's view was that The EBacc, while comprehensive, still enables pupils to continue to study additional subjects that reflect their individual interests and particular strengths. The governors and staff do not fully agree with this view and recognise that for some students, a curriculum, which includes the EBacc, may not fully meet their needs, interests and aspirations. The current government have announced that the new national curriculum will be implemented from September 2028. *More details around this implementation plan can be found in appendix 3.

We believe the school should provide a curriculum tailored to the individual needs of each student. As part of the options process, all student's choices are carefully reviewed, and constructive discussions are held to guide them towards a curriculum that maximises engagement, supports strong outcomes, and enhances future life opportunities. Consequently, the proportion of students undertaking courses aligned with EBacc requirements will vary annually, reflecting the diverse needs of our cohort. In essence, the school's position remains as follows:

- We will give clear advice to parents/carers and students about the implications of students following courses which are EBacc compliant and non-EBacc compliant. We will also provide advice during the options process from Post 16 colleges re their entry criteria and requirements.
- At Oakmoor, we place high value on a broad spectrum of subjects, including the Arts, and acknowledge the importance of encouraging students to pursue a diverse curriculum. By engaging with subjects that reflect their passions while striving for academic excellence,

students are supported in achieving both personal fulfilment and strong educational outcomes.

- We will express to students and parents/carers during the year 8 options process the importance of continuing to follow a broad and balanced curriculum at KS4.
- In addition, it should be noted that all students will have the opportunity via options in Year 8, to select subjects from the full range on offer.

Appendix 4

Key Details on Implementation

Timeline:

- The Curriculum and Assessment Review was published in November 2025.
- The final curriculum framework will be released by spring 2027.
- First teaching under the new curriculum will begin in September 2028.

Major Reforms:

- The EBacc league table measure will be scrapped.
- Citizenship will become compulsory in primary schools.
- All secondary schools will be required to offer triple science GCSE.
- Stronger emphasis on reading, science, and maths, alongside life and work skills.
- New focus areas include digital literacy, financial education, and strengthened writing assessments.

The Purpose of the Changes:

- To modernise the curriculum so it reflects the skills needed for the future workforce.
- To ensure students are better prepared for education, employment, and adult life.
- To provide a more balanced and inclusive education, with arts and humanities given equal weight alongside STEM subjects.

What This Means for Schools

- Schools have two years (2026–2028) to adapt their teaching plans, resources, and staff training.
- Leaders will need to prepare for new statutory assessments (e.g., reading tests in Year 8, strengthened writing in Year 6).
- Enrichment and broader learning pathways will remain important, but the government is placing stronger emphasis on core skills and employability.

