Olive Academies Independent School
OA-North View

Curriculum Policy

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This policy applies to Olive Academies Independent School OA-North View and should be implemented consistently throughout the school. Proposed amendments should be referred to the Head of School/Executive Headteacher and OAISB for consideration	

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1. Introduction

OA-North View is a specialist Social Emotional Mental Health (SEMH) independent school and delivers a curriculum that meets the statutory requirements and is tailored to the individual needs, interests and aspirations of the pupils.

Although independent schools are not required to follow the National Curriculum, they are required to provide a broad and balanced curriculum in accordance with the Education (Independent School Standards) Regulations 2014. The school recognises that all pupils on roll have SEND and Education, Health and Care Plans and may have spent a significant amount of time out of education or with low levels of attendance and therefore the curriculum is adapted to ensure accessibility and reduce gaps in their knowledge, skills and understanding and prepare them for adulthood and the next step in their education.

OA-North View provides a broad, balanced and ambitious curriculum which is designed to meet the individual needs, aptitudes and aspirations of pupils with Education, Health and Care Plans. The school provides a curriculum that provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum supports pupils to make progress, develop the knowledge, skills and understanding required for adult life and further education, and prepares them for the opportunities, responsibilities and experiences of life in modern Britain.

2. Statutory Requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'
- The Education (Independent School Standards) Regulations 2014.
- Part 1 Quality of Education: 2. (1) (a) (b), 2. (2) (a) to (e) (h) (i), 2A(1) (a) to (g), 2A(2), 3(a) – (j).
- Part 2 SMSC development of pupils: 5. (a) (b) (c) (d)
- The Independent School Standards: Guidance for Independent Schools, Department of Education (April 2026): Part 1 Quality of Education and Part 2 SMSC development of pupils.

This policy operates in conjunction with the following school policies:

- PSHE Policy
- RSHE Policy
- Careers Policy
- SEND policy
- EAL Policy

- Supporting pupils with Medical Needs Policy
- Accessibility Plan
- Children with Health Needs Who Cannot Attend Policy

3. Aims, guiding principles and intent

At OA-North View our curriculum is underpinned by our core school values:

- Conviction
- Determination
- Reflection
- Ambition

The curriculum is designed to support academic learning, personal development and preparation for adulthood and actively promotes fundamental British values. Through the curriculum, pupils are taught to respect people with protected characteristics as defined by the Equality Act 2010 and to develop an understanding of diversity, equality and inclusion within British society.

The curriculum is ambitious and intended to support our pupils to engage with learning and develop the knowledge, skills and understanding across a broad and balanced curriculum and provides pupils with the opportunity to develop their foundational knowledge including speaking, listening, literacy and numeracy skills.

Technological education is embedded through the curriculum and includes opportunities for pupils to develop digital literacy, use technology safely and responsibly, apply practical design and technology skills and understand the role of technology in modern society and future employment.

The school provides a safe and engaging environment and endeavours to remove or help pupils overcome barriers to learning and promote opportunities for pupils to succeed in school, in the next stage of their education or training and in their adult lives.

We recognise that pupils in a specialist SEMH independent school should all have the opportunity to learn and make progress and therefore the schemes of work are sequenced to ensure that knowledge and skills can be built upon every lesson and any gaps in learning can be rectified. An assessment system is used that enables regular, accurate data gathering, analysis and monitoring. We understand the need to address a pupil's gaps in prior knowledge and skills, and we have a curriculum which enables us to adapt our teaching to address these. Classrooms and other learning environments are organised so that pupils have full access to a range of suitable resources and equipment including adaptations to meet their individual needs.

We also recognise that pupils deserve the opportunity to achieve academic success and we offer a range of academic qualifications including GCSEs, Functional Skills Awards and vocational qualifications which enable pupils to access suitable courses in the next stage of their education, training or employment.

4. Curriculum Implementation and Planning

The school's leaders and teachers plan a curriculum to meet the needs of the pupils.

Curriculum implementation plans:

- set out the sequence of learning across each key stage
- identify the substantive knowledge and skills to be taught

- identify opportunities for assessment
- support progression towards accreditation where applicable

The school produces the following curriculum implementation plans in each subject and across the key stages:

- Long-term plans: that deal with the major areas and strands of the national curriculum to be covered across all key stages.
- Medium-term plans (schemes of work): that deal with the activities within units of work in a subject that are set out on a half-termly or termly basis. Schemes of work identify the content to be taught, learning objectives, knowledge and skills progression, assessment opportunities, retrieval activities and any adaptations required to support pupils' SEND and SEMH needs.
- A comprehensive needs analysis of a pupil's needs takes place prior to their entry to the school and during the induction period.
- This is used to inform planning, teaching and learning. Curriculum implementation is therefore adapted to meet individual needs whilst maintaining appropriate ambition and progression.

Teachers use these plans, along with regular assessment and knowledge of pupils' needs, to plan lessons and adapt learning activities.

Where possible, teachers will look for links between areas of learning that will support one another and allow pupils to reinforce their skills from one subject to another.

The needs analysis, curriculum planning, teaching and assessment will be used to identify any gaps in learning that need to be addressed.

5. Curriculum Content

OA-North View offers a broad and balanced curriculum that provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Curriculum content is designed to promote pupils' intellectual, social, moral, spiritual and cultural development and prepare them for the opportunities, responsibilities and experiences of life in British society.

The Key Stage 2 and Key Stage 3 curriculum is broad and is designed to build a strong foundation for working towards accreditation in Key Stage 4. Subject curricula are designed to facilitate accreditation at different levels to build in opportunities for success adapted to the needs of individuals while placing no ceiling on potential attainment.

The promotion of pupils' spiritual, moral, social and cultural development is integrated throughout teaching, enrichment activities, therapeutic interventions, assemblies, educational visits and wider school experiences and will include:

- The active promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The active promotion of principles that:
    - enable pupils to develop self-knowledge, self-esteem and self-confidence.
    - enable pupils to distinguish right from wrong and respect the civil and criminal law of England.
    - encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to their locality and wider society.

- enable pupils to acquire broad general knowledge of, and respect for, public Englis and services in England.
- further tolerance and harmony between cultural traditions by enabling pupils to appreciate and respect their own and other cultures.
- encourage respect for other people, paying particular regard to the protected characteristics in the Equality Act 2010.
- encourage respect for democracy and support participation in the democratic process, including respect for how law is made and applied in England.

The curriculum does not promote partisan political views in the teaching of any subject.
And where political issues are brought to pupils' attention in school, through school-organised extracurricular activities, or through the promotion of extracurricular activities, the school takes reasonably practicable steps to ensure a balanced presentation of opposing views.

All pupils have access to a suitable Personal, Social, Health and Economic (PSHE) Education and Relationships Education and Relationships and Sex Education.

All pupils receive impartial, current and appropriately targeted careers education, information, advice and guidance. Careers provision includes encounters with education, training and employment opportunities and supports pupils to make informed choices about their future pathways. The careers curriculum and guidance enables pupils to make informed choices about a broad range of career options. and helps encourage pupils to fulfil their potential

Key Stage 2

Year 5	Year 6
English	English
Mathematics	Mathematics
Science	Science
PSHE/RSE	PSHE/RSE
Humanities (including History and Geography)	Humanities (including History and Geography)
Art/Design Technology	Art/Design Technology
Outdoor Learning	Outdoor Learning

Key Stage 3

Year 7	Year 8	Year 9
English	English	English
Mathematics	Mathematics	Mathematics
Science	Science	Science
PSHE/RSE/Careers	PSHE/RSE/Careers	PSHE/RSE/Careers
Humanities (including History, Geography and Citizenship)	Humanities (including History, Geography and Citizenship)	Citizenship
Art/Design Technology	Art/Design Technology	Humanities (including History and Geography)
Outdoor Learning	Outdoor Learning	Art/Design Technology
		Outdoor Learning

Key Stage 4

Year 10	Year 11
English Mathematics Science PSHE/RSE/Careers Citizenship Art/Design Technology Outdoor Learning (including Hospitality and Tourism and Public Services	English Mathematics Science PSHE/RSE/Careers Citizenship Art/Design Technology Outdoor Learning (including Hospitality and Tourism and Public Services)

Further opportunities for technological, aesthetic and creative education are delivered through discrete lessons, project-based learning, enrichment activities and outdoor learning programmes.

For more information about our curriculum please visit our website.

6. Curriculum Delivery

6.1 Teaching and Learning

The school will make sure that:

- Teachers have good knowledge and understanding of subject matter being taught.
- Teachers show a good understanding of the aptitudes, needs and prior attainment, and ensures these are taken into account in planning lessons.
- Teaching fosters in pupils' self-motivation, application of intellectual, physical and creative effort, interest in work and ability to think and learn for themselves.
- Well planned lessons and effective teaching methods, activities and management of classroom time.
- Core knowledge in curriculum plans is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work.
- Teaching activities appropriately support working memory and there are regular and frequent opportunities to recall previously learned information to support transfer to long term memory
- A strong universal offer to support the development of foundational knowledge in literacy, communication and numeracy is embedded in lessons across the curriculum
- Teaching strategies support the development of pupils as independent learners
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- Teaching approaches meet the needs of a SEND and SEMH cohort and strategies to manage behaviour are used effectively
- Teaching does not undermine fundamental British values.

6.2 Assessment

Assessment information is used to identify strengths, address gaps in learning and inform future teaching and curriculum planning. Ongoing and regular assessment, both formative and summative, ensures teachers closely track pupils' progress, are aware of any gaps in understanding and adapt their teaching appropriately. Pupils' work in books is checked regularly, and learning is assessed at the end of a topic or learning sequence. There is a benchmarked end-of-year assessment in English and Maths in Key Stage 3, and end of year assessments in all subjects leading to GCSE accreditation in year 10. Two mock exam series are timetabled in year 11. Our assessment and feedback expectations will look to maximise pupil progress without unnecessary workload for teachers.

6.3 Resources

Teachers will use a range of appropriate resources (for example digital resources, videos, books, games and practical equipment) to assist learning and ensure that they are of a suitable quality and quantity.

6.4 Inclusion

The curriculum is designed to be inclusive, and activities will be planned to make sure all are actively involved. Staff will also consider therapeutic, emotional and behavioural needs when planning learning experiences to enable pupils to engage positively with education and achieve success.

Teachers will consider the level of adaptation needed to meet the pupils' needs based on a comprehensive understanding of the pupils' SEND and SEMH needs and the needs of pupils with English as an Additional Language (EAL).

The school will make sure that pupils learn about the curriculum in an environment that is appropriate for them, for example in a whole-class setting or small groups or targeted sessions. Necessary adjustments, based on evidence of need and how pupils normally work, are assessed and evidenced to support examination access arrangements.

The school recognises that many pupils enter at different points in their education and may follow personalised pathways, intervention programmes, therapeutic support, bespoke timetables. Where personalised or phased timetables are used arrangements are carefully planned, regularly reviewed and designed to support engagement, attendance, wellbeing, academic progress, successful reintegration or preparation for the next stage of education, employment or training.

Where appropriate pupils will be assessed for exam access arrangements.

7. Reporting to Parents and Carers

Regular communication with parents and carers is an important aspect of the school's curriculum provision. Parents and carers receive information regarding pupils' academic progress, attendance, behaviour, personal development and engagement with learning.

Parents and carers receive:

- Termly written report on attainment and progress.
- Information regarding examination entries and outcomes where applicable.
- Feedback through review meetings at the beginning of each half term and other planned communication.
- Information arising from annual reviews of Education, Health and Care Plans.
- Opportunities to discuss progress and next steps with school staff.

The school works collaboratively with parents, carers and local authorities to ensure curriculum provision remains appropriate and ambitious for each pupil.

8. Roles and Responsibilities

The Olive Academies Independent School Board (OAISB) is responsible for:

- Monitoring and gaining assurance that the curriculum complies with the Independent School Standards, relevant statutory guidance and regulatory requirements, including the promotion of pupils' spiritual, moral, social and cultural (SMSC) development.
- Monitoring the implementation and impact of the curriculum
- Providing challenge and support to school leaders to ensure continuous improvement

- Reviewing progress against strategic objectives, including pupil outcomes, curriculum breadth, and equality of opportunity
- Ensuring that the curriculum reflects the ethos of the organisation and serves the best interests of pupils.

The Executive Headteacher is responsible for:

- Ensuring the curriculum offer is appropriate, well planned, engaging and progressive.
- Ensuring the curriculum can be effectively staffed and within the required budget.
- Ensuring the curriculum is of high quality and meets the school's values.
- Working closely with the Head of School to ensure the delivery of the curriculum meets the diverse needs of the changing cohorts.
- Approving and monitoring the quality assurance process of this policy.
- Monitoring pupil progress and attainment
- Reporting to the OAISB on curriculum developments and impact.

The Head of School is responsible for:

- Ensuring the curriculum is inclusive and accessible to all.
- Devising long and medium-term plans for the curriculum in collaboration with other leaders and teachers.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments and adaptations to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date Curriculum Policy.
- Updating and maintaining the curriculum information on the website.
- Updating the OAISB about the agreed curriculum on an annual basis.
- Producing an annual report for the OAISB advising on the standards achieved by pupils.

Subject leaders are responsible for:

- The leadership and management of their subject or curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Developing a curriculum and schemes of work that provides pupils with the knowledge, understanding and skills they need to prepare for adulthood.
- Curriculum delivery and pupil progress in their subject or curriculum area.
- Managing subject staff, providing appropriate support, challenge, advice and information as necessary.
- Monitoring pupil progress within the subject and reporting on this to the Head of School.
- Providing efficient resource management in their subject and ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising curriculum plans that are reflective of the school's curriculum policy.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Ensuring academically more able pupils are given additional, more challenging work to raise their level of achievement.
- Monitoring and reporting on the progress of all pupils in line with the school's assessment cycle and for SEND the cycle of assess, plan, do and review (APDR).

The SENDCO is responsible for:

- Collaborating with the Head of School and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

9. Monitoring and Review

A well-designed and well-sequenced curriculum will ensure that OA-North View pupils are well supported to go on to future success. We will monitor the quality of curriculum implementation including planning, teaching and learning through learning walks and work scrutiny, assessment data analysis and discussion with pupils and staff. Findings are used to inform curriculum development and continuous improvement.

Some of the ways that we will measure the impact of the curriculum will include:

- Pupil engagement and attendance
- The number of GCSEs and other qualifications achieved
- The grades achieved by individuals compared to their school set targets.
- The extent to which pupils achieve their EHCP targets
- Pupils' personal development, readiness for adulthood and successful reintegration into education, training or employment.
- Future careers destinations, including universities and employers

This policy is reviewed annually by the OAISB. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.