## Objectives

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<th>Improvements in access to the curriculum</th>
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## Actions

### Focus 2: Teaching, learning and assessment

**Aim:** To promote exceptional progress through evidence based teaching and learning strategies.

Review and extend the range of activities/tasks set in lessons in order to encourage progress and independence by the use of:

- Flipped learning
- Earwig

Continue to complete the PASS survey (pupils’ attitudes to school) to externally validate and allow staff to identify suitable activities to improve response to curriculum demands and self-regard as a learner.

Whole Education Champion to report and update whole staff team at CPD session once each half term on local and national developments and disseminate good practice.

### Focus 2.2

**Aim:** To promote exceptional progress through evidence based teaching and learning strategies in science and technology.

Embed a focus in lessons to allow learners to

- improve their memory and retention,
- increase their confidence in tackling science questions,
- practice exam skills more often.

Develop science as a STEM subject to prepare learners for the workplace.

Develop a ‘spaced learning’ (SMART Space research – EEF) programme to improve pupils’ learning and revision skills using neuroscience evidence based research.

Continue to develop memory and retention skills in other curriculum areas by:

- Providing CPD for the staff team
- Sharing best practice across the school

Review and extend the range of activities/tasks set in lessons in order to encourage independence and interdependence by the use of spirals of enquiry.

### Physical improvements to increase access to education and associated services

**Transgender**

- Create universal toileting facilities for transgender pupils by converting toilet area.
- Oakfield High School and College has embedded equality into the curriculum, and gender is covered along with other protected characteristics in PSHE lessons and in other curriculum areas across the school and college. Staff are trained and receive professional development to deliver this effectively.
- Any issues surrounding toilets, changing facilities, PE lessons, school trips, and residentials are addressed on a case-by-case basis in consultation with the young person and their family, if needed.
advice is sought from professionals.

- Oakfield High School and College have designated certain individual cubicles as unisex for gender non-conforming and non-binary people to use if they choose.
- Oakfield High School and College allows boys and girls to have the same experience throughout all aspects of school and college life.
- Staff use the preferred name and any records that can be are updated, including any gender markers being changed in consultation with the young person and their family.

| Improvements in the provision of information in a range of formats for disabled students | Focus: 2.3  
| **Aim: Enhance high impact careers and enterprise support for learners.**  
| Further develop a structure and strategy for careers using the Gatsby Benchmark Framework, following an audit of existing provision and curriculum opportunities.  
| Develop a supported internship programme across the year 12 and 13 curriculum.  
| Continue to enhance opportunities for life and employment by:  
| - Independent travel  
| - Work experience placements  
| Audit all existing learning support opportunities that build resilience, wellbeing, health and improve attitudes to learning.  
| Focus: 3.2  
| **Aim: To help learners develop a range of skills, qualities and knowledge they will need to succeed and thrive.**  
| Create and launch a CPD focus for staff on:  
| - The ‘Thrive Approach’  
| - tools to support coaching and mentoring  
| - continue the Place2be programme to develop staff skills, knowledge and understanding to coach and mentor learners in developing their independence and resilience.  
| Implement a bespoke programme based on the audit/scoping exercise from the Together Trust to support learners sensory and communication needs including:  
| - individual and group learner support  
| - staff CPD |

| Access to wider curriculum | Focus: 4.2  
| **Aim: To implement a SAIL based curriculum to improve outcomes for learners.**  
| Complete a review and audit of personalised curriculum opportunities including staff and learners feedback.  
| Implement further vocational opportunities related to student centred learning within the curriculum. (SAIL curriculum)  
| Identify and implement an internship programme for Year 12 learners. Providing opportunities for learners to access real world experiences such as supported internships, work experience and visits. |