

### Curriculum purpose

#### 'Curriculum for life'

Our curriculum allows all learners to flourish, have parity of opportunity, be life ready, harness their potential, creativity, have rich experiences and broaden their life choices. Our curriculum is built on the principle of 'powerful knowledge' which is described as 'the most powerful knowledge that goes beyond 'common sense' (what we acquire in our everyday experience).

#### Purpose

Our policy and practice is intended to:

- Introduce the aims and objectives of the vocational subjects
- Outline the key components within vocational subjects
- Outline the knowledge skills and understanding for all Key stages
- Explain the effective Teaching and Learning strategies utilised in vocational subjects
- Provide the monitoring strategies used within vocational subjects

#### Aim:

At Oakfield we aim to provide all learners who study a vocational qualification to become as independent as possible and acquire the tools to be able to manage daily challenges of life beyond school, both at home and in the local community. In Key Stage 4 and 5 we will build on previous learning in life / self-help skills so that each individual learner becomes more prepared for the transition to adulthood. Our vocational curriculum is aimed to meet individual needs focusing on the future destination of our young people outlined in their personal transition plans. We will adopt a personalized approach to learning with a flexible curriculum to meet individual's skills and abilities. All aspects of the curriculum will be embedded in real life contexts. learners will gain opportunities to develop basic life skills every day to create the building blocks for adult life and work.

#### Objective:

- To provide high quality, relevant vocational qualifications
- To engage in a wide range of vocational qualification in readiness for learners next steps
- To acquire the skills, knowledge and understanding in an employment/industry-based context
- To gain practice experiences of employment sections linked to the vocational qualification

#### Components of powerful knowledge:

- Learners will develop practical skills and knowledge
- Learners will develop key competences linked to specific industries
- Learners will gain industry specific experiences
- Learners will build on prior knowledge and skills from previous key stages

## **Vocational offer**

The vocational offer at Oakfield consists of, but is not limited to:

- Health and Social Care
- Performance Skills
- Horticulture
- Sports Studies
- Construction
- Hospitality and Catering
- Media
- Photography
- Animal Care
- Floristry
- Child care
- Textiles

## **Teaching and learning**

Oakfield has used the 'Unleashing Greatness Framework' to help leaders to deliver Instructional Rounds (appreciative inquiry) to provide a more detailed analysis of the best practice across the school. This has provided Theories of Action, a set of guidance, protocols and procedures that will hold us to account for the delivery and impact of our teaching and learning.

At Oakfield the vocational qualification follows the department specific theories of action, alongside the teaching and learning framework. The teaching and learning framework is as follows:

### Clear learning intentions

- When teachers have clear classroom routines, supported by visual aids, clear learning objectives, linked to their curriculum journey, supported by pre-prepared resources and modelling. Learners develop their independence and engagement within the lesson.

### Retrieval Practice

- When teachers consistently implement a retrieval or recall task. Learners knowledge retention is assessed, which can then be extended or supported.

### Chunking learning content

- When teachers provide learners with chunks of information (take account of cognitive load) that get bigger over time. Learners fully engage and master learning before moving on.

### Modelling

- When teachers provide guidance, worked examples, prompts and individually targeted work. Learners become more independent, make more progress and retain key information.

### Effective questioning

- When teachers use a range of probing question which increasing in difficult (Blooms taxonomy). Learners understanding is checked and thinking challenged.

### Useful Feedback

- When teachers use responsive feedback throughout the lesson to acknowledge understanding or address misconceptions and advise on how to build further knowledge. All learners have a greater understanding of their achievements and next steps.

## Assessment

At Oakfield we firmly believe that the focus should be on 'learning' rather than teaching, and value the importance of our school rubric assessment as a tool for all of our learners. The rubric assessments are written in a bronze, silver, gold and platinum structure. The rubrics are then shared and are made clear to learners to develop their independence and evaluation of their work (known as agency) and future target setting. Self-evaluation is key in getting learners to understand what they can do well and what they need to improve on further.

## Monitoring arrangement

The Head of School and leadership team will:

- Monitor the subject through the Oakfield self-evaluation schedule and monitoring schedule which are reviewed annually

Governors will:

- Monitor the work of each subject through the Oakfield self-evaluation and monitoring schedule which includes a timetable of Departmental meetings and a Departmental leader's report to governors, which are reviewed annually

Departmental leader will:

- Monitor learners work and quality of teaching and learning
- Review Curriculum Maps and Schemes of Work based on suitability of use
- Review and monitor risk assessments for practical lessons
- Analyse performance data
- Produce a SES
- Attend link meeting

**Links to other policies:**

- Teaching and Learning
- Behaviour for Learning
- Monitoring
- Assessment for Learning
- Health and Safety
- Homework
- Marking and Feedback

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<b>Signed Executive Headteacher:</b>	<b>C Taylor</b>