

# Oasis Community Learning Curriculum Statement of Intent

Exceptional education at  
the heart of the community





# Our aspirations for both primary and secondary aged children and young people

The Trust's Curriculum Statement of Intent has been developed in consultation with the Trust Founder, members of the Trust Board, the CEO, the National Education Team, Service Directors, Principals, Executive Assistants and Hub Council chairs.

This is a core document outlining our aspirations for both primary and secondary aged children and young people. It captures the essence of what we strive to achieve as part of Oasis, and applies to all of our children and young people, in all phases, in all of our academies.

The statement of intent is based on cutting edge educational research into the science of learning (including how memory works) trauma-responsive practice and character development.

The statement of intent also aims to develop active citizens who have a strong understanding of the world around them and a desire and drive to positively impact their academy, local, national and global community.

The statement of intent forms the blueprint for the OCL Primary and Secondary Curriculum.







## The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where they accept themselves and others as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self-efficacy.
- Our children live in a world where they need a network of positive, healthy relationships and a network of support to thrive and excel.
- Our children live in a world where early development and retention of reading, vocabulary and communication skills are the most important factors to get right as early as possible.



## We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 Habits.

Therefore, we focus on developing character, competence and community.



# THE WHY

## What is the purpose of the OCL curriculum

The purpose of the OCL curriculum is for every child and young person to develop.

What are the components that enable us to achieve this?

Underpinned by the Oasis vision, ethos and 9 Habits, the curriculum consists of these three elements:

CHARACTER

COMPETENCE

A SENSE OF  
COMMUNITY

# THE HOW

We will achieve these elements  
in the following way:

## CHARACTER

We develop character in all our children and young people by creating a relational culture and teaching them to develop reflective practice through the lens of the 9 Habits. This develops through inclusive practice and ensuring excellent behaviour and pastoral care by teaching students how to be safe and healthy and by focusing on the personal development and growth of our young people. This is done explicitly and implicitly and ensures that they develop the skills to self-regulate, navigate life well, have confidence, knowing who they are (identity) and who they are becoming (purpose).

## COMPETENCE

We create competence in all our children and young people by empowering them to access the OCL curriculum which is informed by the most recent research into the science of learning. This curriculum is made accessible for all through adaptive and responsive teaching, with content being ambitiously challenging at every level so that all pupils reach their full potential through building deep knowledge structures, and progressive skills, all enhanced by the use of technology.

## COMMUNITY

We develop a sense of community by empowering our children and young people to build their sense of belonging and also their responsibility as active participants in a relational culture, bringing positive change – locally, nationally and globally.

Through an engaging, relevant and contextualised curriculum, students develop respect for others and an appreciation of diversity and inclusivity and learn how to challenge and question underlying assumptions that reinforce injustices in the world.

# THE WHAT

All underpinned and infused by the vision, ethos and 9 Habits, these elements of character, competence and community include the following:

## CHARACTER

- Oasis ethos and 9 Habits
- Inclusion
- Behaviour and pastoral care
- Being and feeling safe and healthy
- Personal development

## COMPETENCE

- Strong foundations
- Science of learning
- Knowledge and skills
- Assessment
- Digital fluency

## COMMUNITY

- Academy community
- Local community
- National citizenship
- Global citizenship
- Beyond the classroom

# The OCL curriculum: What is included in order to grow character, competence & community

*Click a topic to find out more*

## CHARACTER

Know who they are and who they are becoming and to gain the skills, belief and wisdom they need to live a flourishing life.

- Oasis ethos and 9 Habits
- Inclusion
- Behaviour for learning
- Being and feeling safe and healthy
- Personal development



Oasis ethos and 9 Habits



Inclusion



Behaviour for learning



Being and feeling safe and healthy



Personal development

## COMPETENCE

Be empowered with the expertise needed to enable them to choose a fulfilling life pathway.

- Strong foundations
- Science of learning
- Knowledge and skills
- Assessment
- Digital fluency



Strong foundations



Science of learning



Knowledge and skills



Assessment



Digital fluency

## COMMUNITY

Play an active part in building communities – locally, nationally and globally – where everyone is included, making a contribution and reaching their God-given potential.

- Academy community
- Local community
- National citizenship
- Global citizenship
- Beyond the classroom



Academy community



Local community



National citizenship



Global citizenship



Beyond the classroom



# CHARACTER



Oasis ethos and 9 Habits



Inclusion



Behaviour and Pastoral Care



Being and feeling safe  
and healthy



Personal development

- Who am I and Who am I becoming?
- Oasis ethos: inclusion, equality, relationships, hope, perseverance.
- 9 Habits: compassionate, considerate, forgiving, honest, hopeful, humble, joyful, patient, self-controlled.

The Oasis ethos and 9 Habits are a foundation stone to the design and delivery of our curriculum. We know that development of character doesn't happen by chance, but by purpose and intention: it is therefore an explicit part of our curriculum and every opportunity is taken to explore the ethos and habits. Furthermore, the Oasis ethos and 9 Habits underpin everything we do in our academies, and are to be embodied through the way staff behave and how teachers deliver the curriculum.

The Oasis 9 Habits are our bespoke and unique approach to character development and personal growth. We know that by living through the lens of the 9 Habits, the Oasis ethos behaviours we aspire to will become second nature to us.

We also believe that this process of continually developing our character and being transformed to become the best version of ourselves is really important for every child and staff member alike. Therefore, we actively promote and practise the Oasis 9 Habits which are an invitation to a way of life characterised by being compassionate, patient, humble, joyful, honest, hopeful, considerate, forgiving and self-controlled.

All staff strive to prepare our children and young people to be the best version of themselves not just for today but for their futures too, by helping them discover who they are and who they are becoming.

# CHARACTER



Oasis ethos and 9 Habits



Inclusion



Behaviour and Pastoral Care



Being and feeling safe and healthy



Personal development

- EDI ethos
- SEND provision
- Most able/high prior attainers provision
- Reflects local context
- Stonewall champions

Inclusion is at the heart of everything we do and is an essential part of the Oasis ethos, which is reflected in the OCL curriculum design and delivery. As demonstrated by our circle of inclusion, we believe that inclusion is for all and we take every opportunity to promote equality, diversity and inclusion.

Our curriculum is ambitious and is based on the latest research into how the brain and memory work, and how this is impacted for children with Special Educational Needs and Disabilities and those who have experienced trauma. Our curriculum is adapted by teachers across the trust to ensure it is appropriately scaffolded and challenging for all (including those with SEND and high prior attainers).

Our approach to SEND is child-centred and strengths-based, honouring pupil and parent voice to meet the needs of every child.

We localise the curriculum to reflect our community context including heritage and experience of our communities. We are champions for inclusion, illustrated by our engagement with the Stonewall programme, which teaches us to seek to understand and value all.

# CHARACTER



Oasis ethos and 9 Habits



Inclusion



Behaviour and Pastoral Care



Being and feeling safe and healthy



Personal development

- Relationships as transformational
- Building belonging and creating safety for all
- Trauma-responsive and attachment aware
- Supporting self and co-regulation to foster social and emotional learning
- Restorative approaches to repairing harms
- Graduated response to support early intervention and intensifying support

Our approach to Behaviour and Pastoral Care is rooted in our Principles of Practice. Relational Culture centres relationships in every interaction to create truly inclusive communities that are founded on trust, respect and safety. Reflective practice creates the space to enable a deeper understanding of our own behaviours and the behaviours of others. The 9 Habits guide our interactions and reflect the values we seek to uphold.

Our approach ensures that relationship building, maintaining and repairing is at the heart of our trauma-informed response. We set strong foundations rooted in the relational approach ensuring that we maintain safe boundaries and celebrate success.

We view behavioural responses through the lens of regulation and emotional or unmet needs and our practice is grounded in restorative approaches, acknowledging individual and collective harms to create a culture of positive peace where everybody has a place and an opportunity to thrive.

Throughout, we embed a graduated approach, guiding our practitioners to intervene early and effectively, being data led and working alongside relevant professionals to ensure that everyone is included and exclusions are a last resort.



# CHARACTER



Oasis ethos and 9 Habits



Inclusion



Behaviour and Pastoral Care



Being and feeling safe  
and healthy



Personal development

- Safeguarding
- Attendance
- Mental health
- Physical well-being
- Anti-bullying

We want all of our children and young people to be physically and mentally healthy, and this is built into our curriculum. We safeguard children and young people by taking every opportunity to remind them how to stay safe and what support is available, which includes reminding them of safeguarding protocols within their academy and the importance of great attendance.

We also take every opportunity to highlight the importance of maintaining a healthy mind and body by focusing on important issues such as mental health, anti-bullying, healthy eating and the importance of regular physical exercise on overall well-being, and provide and signpost high quality support for children and young people in these areas and develop their understanding of self-care.

Our metacognitive approach to character development through the 9 Habits enables pupils to develop this understanding at a deep level and know how to self-improve or seek additional support if necessary. Our approach to E-safety means we ensure communicating effectively and relating appropriately to others online is explicitly covered.

# CHARACTER



Oasis ethos and 9 Habits



Inclusion



Behaviour and Pastoral Care



Being and feeling safe  
and healthy



Personal development

- PSHCE
- RSE
- Flourish Model
- Explicit Character Approach
- CEIAG
- Citizenship

Children and young people's personal development is equally as important as their academic achievement, and our OCL curriculum therefore not only develops them academically but socially, emotionally, culturally, physically and spiritually including a focus on mental health and emotional awareness.

All students of all ages have an age appropriate Personal, Social, Health and Citizenship Education programme of study, taught discreetly and through cross-curricular teaching, which explicitly develops character and allows children and young people to flourish.

Our Flourishing model brings together the science of positive psychology with the best of educational practice; a comprehensive and holistic approach to promote the desired goals of academic excellence, optimal social development and capacity to flourish in and beyond the school setting.

This programme of study also covers Relationships and Sex Education so that students can build healthy relationships, and Careers Education, Information and Guidance, including the opportunity to visit universities and places of work, enabling informed decisions about their future. It develops children and young people's understanding of how to impact their community, and how to be an upstanding citizen at all levels: academy, local, national and global. inspired to improve the world around them.

# COMPETENCE



## Strong foundations



## Science of learning



## Knowledge and skills



## Assessment



## Digital fluency

- Every child able to access age-related material
- Literacy including reading, written communication and oracy
- Numeracy including economic wellbeing
- Essential world knowledge and communication

Strong foundations: a key aim of our OCL curriculum is to ensure that all our children and young people are equipped with literacy, numeracy and other life skills so that they can flourish and be successful inside and outside of the classroom, regardless of starting points. Our OCL curriculum aims to enhance literacy by continually developing their reading skills so that all children and young people become fluent readers, whilst also developing their written communication and oracy. Every child has the skills to access a minimum of age-related reading materials by the time they leave. Every opportunity is also taken to develop our children's numeracy skills, so that they are fluent mathematically, enhancing their economic wellbeing and strength in functional content. Underpinned by a foundation of essential world knowledge, they will be able to articulate ideas, develop understanding and engage with others through spoken language, to ensure equality of opportunity for all. Any children and young people not functionally literate or numerate have timely structured intervention as a priority.



# COMPETENCE



Strong foundations



Science of learning



Knowledge and skills



Assessment



Digital fluency

- Evidence based practice
- Memory and cognitive load
- Spaced learning and retrieval practice
- Modelling and direct instruction
- Deliberate practise
- Instructional coaching

Science of learning: focused learning is the foundation of every lesson and our OCL curriculum is designed to ensure the very best academic outcomes for our children and young people using the latest research in cognitive science. Our curriculum spaces learning so that material is revisited and regular retrieval practice is embedded, which has been shown to improve memory and retention. Our curriculum shows our children and young people how to be successful through modelling and direct instruction and gives students deliberate opportunity to practise so that they can develop a deeper understanding. Regular feedback through instructional coaching supports teachers to improve their practice and successfully implement the curriculum. We develop metacognition by making explicit links between learning so pupils increase their self-awareness and self-evaluation skills to maximise learning and seek appropriate support.

# COMPETENCE



Strong foundations



Science of learning



Knowledge and skills



Assessment



Digital fluency

- Ambitious and rigorous
- Schema
- Key concepts
- Independent learning
- Knowledge organisers
- Accessing and applying schema in the real world
- Progressive and explicit structures

Importance of knowledge and skills: our ambitious and rigorous curriculum places significant emphasis on the importance of knowledge, gradually introducing new knowledge and concepts, which increase in difficulty over time, to expand a learner's schemas to prior knowledge held. Knowledge organisers identify the key knowledge that children and young people must know and understand. Our curriculum recognises the importance of skills and aims to support children and young people to access and apply their schema in the real world, developing deep learning and creativity. Knowledge and skills are presented through modelling and direct instruction, and time is built into lessons for deliberate practice. We instil academic learning habits and embed independent learning opportunities outside of lessons to allow students to deepen their understanding. Vertical links between knowledge and skills are deliberately constructed within subjects so that key concepts are repeatedly encountered. These concepts are practised repeatedly through retrieval practice while the unit of work is being taught and the curriculum design provides planned opportunities to revisit the concept in subsequent terms and years. Alongside this, horizontal links between subjects further reinforce knowledge and provide further opportunity for deliberate practise of skills and develop creativity. Diagonal links join concepts across both year groups and across subjects. Our teachers receive regular feedback on their own practice through instructional coaching, so that they are continuously developing as practitioners. With a strong foundation of knowledge and finely developed skills, we bring advantage to the disadvantaged, where barriers to learning are successfully overcome and there are no limits to the achievement and ambition of our children and young people.

# COMPETENCE



Strong foundations



Science of learning



Knowledge and skills



Assessment



Digital fluency

- Formative assessment including quizzing and checking for understanding
- Summative assessment

Assessment: assessment is an essential part of the curriculum for both academic and character education. The purpose of academic assessment in the OCL curriculum is to identify gaps in knowledge and understanding that teachers can promptly address gaps by adapting their lessons using a deep understanding of the related pedagogy. We assess children's character and personal development and identify where children require development, support and guidance. Purposeful character development will enable children and young people to have the skills and attributes needed for academic success. Responsive feedback is the process by which we provide our children and young people with meaningful, concise and impactful advice or challenges which shape the direction of their work and provides the framework for eventual independence of these skills. Formative assessment, including knowledge quizzing and checking for understanding, takes place in every lesson. Graded summative assessments are less frequent and assess cumulative understanding, giving us a national comparator across Oasis to ensure in-depth analysis from all stakeholders and forensic distribution of support and best practice. Children and young people working significantly below their peers or new to English are assessed in detail with personalised targets followed to maximise progress. Assessment is used at a Trust level to help inform reviews of the curriculum and plan professional development for staff or direct support from the Trust.



# COMPETENCE



Strong foundations



Science of learning



Knowledge and skills



Assessment



Digital fluency

- Skills explicitly taught
- Access for all to enable deliberate practice and independence
- Digitally literate
- Access to online learning and blended learning

Digital fluency: the OCL curriculum aims to improve digital fluency by innovative use of IT and digital media so that the children and young people can be successful in a world where technology is constantly changing and advancing. Assistive technology further enables access for all to enable deliberate safe, suitable practice and independence. Our curriculum develops digital fluency by explicitly teaching digital skills and developing understanding of relevant programmes and technology. By embracing technology as part of everyday teaching, our academies take a new approach to digital tools, embedding their use within a broad and balanced curriculum. Through the Horizons project, all our children and young people have access to a device that allows them to use technology, alongside excellent teaching, to provide an outstanding education, packed with opportunity. We provide children and young people with access to online learning, using an appropriate blended learning, individualised to suit all learners, considering place, time, path and pace of learning, for a fully inclusive approach.

# COMMUNITY



Academy community



Local community



National citizenship



Global citizenship



Beyond the classroom

- Relationships
- Role models
- Student representatives, leaders and mentors

Academy community: we want all of our children and young people to be role models for others and to be active members of their academy community. Key to this is the relationships we hold between all members of our academy community. This culture and ethos is founded in our character approach and explored through the lens of the 9 Habits. In our academies we provide opportunities for children and young people to work with their peers beyond the classroom and to become student representatives, leaders and mentors so that they help shape, influence and improve their academy community. Other elements of our fundamental offer include being part of an academy production or team to develop talents and skills in Drama, Sport, Art, Music and many other areas to enhance our holistic focus.

# COMMUNITY



Academy community



Local community



National citizenship



Global citizenship



Beyond the classroom

- Local Hub
- Hub Council
- Oasis Community Partnerships
- Connecting with and exploring the past and present community
- Our place in the community

Local community: in order to transform learning and ensure equal opportunity for all, we believe that we must work with the local community.

The OCL curriculum is adapted by academies to ensure that children and young people can learn about their local community and heritage both past and present, and contribute to a hub project as part of the fundamental offer.

We believe that they must be given opportunities to connect with and explore their local community so that they can understand their place in it and how they can positively influence from within.

We provide opportunities for children and young people by engaging them with the work of the Hub Council and Oasis Community Partnerships.



# COMMUNITY



Academy community



Local community



National citizenship



Global citizenship



Beyond the classroom

- Fundamental British Values: democracy, rule of law, respect and tolerance
- Connecting with and exploring the past and present community
- Working across academies
- Our place in the community

National Citizenship: our children and young people also need to be able to look beyond their local community so that they become model national citizens. Using critical pedagogy, the OCL curriculum gives students opportunities to learn about Britain both past and present.

We explore the changes that have occurred over time to create the diverse, multi-cultural and multi-faith society we have today. Every opportunity is taken for students to explore the Fundamental British Values of democracy, rule of law, respect and tolerance. Their roles as student representatives, leaders and mentors in their academy prepares our children and young people to influence and advocate change at a national level.

Students are encouraged to engage with a range of national organisations and charities through the curriculum. There are also opportunities for children and teachers to collaborate with other academies within and beyond the Oasis family, therefore deepening our understanding of the communities we work with.

# COMMUNITY



Academy community



Local community



National citizenship



Global citizenship



Beyond the classroom

- Oasis Global
- History of civilisation
- Sustainability
- Being active participants and champions of transformation

Global Citizenship: the unique opportunity offered by being part of the Oasis Global organisation is woven into the curriculum, bringing a meaningful connection with who we are and our place in the world. Through our curriculum, our children and young people will develop an understanding of the history of civilisation by considering how the world has changed over time and how it continues to do so through critical pedagogy.

Every opportunity is taken for them to develop their understanding of a diverse range of cultures and practices. The OCL curriculum also supports children and young people to deepen their understanding of sustainability and encourages them to engage with a range of international organisations and charities through the curriculum, including the work of Oasis Global.

By developing a deep sense of hope and perseverance, in line with our character approach and ethos, our children and young people enter adulthood with a sense of social responsibility and collective identity, acting as a force for good and positive role models for generations to come.

# COMMUNITY



Academy community



Local community



National citizenship



Global citizenship



Beyond the classroom

- Essential world knowledge and experiences
- Clubs
- Visits and residentials

Beyond the classroom: our holistic offer includes a promise to all children and young people for opportunities which further broaden the curriculum.

These include playing an active part in a hub project, playing a musical instrument, attending a residential trip, visiting theatres, art galleries, museums and universities and places of work. In addition to the agreed curriculum content, this further supports the development of a solid foundation of essential world knowledge to ensure equality of opportunity for all.

These opportunities are carefully planned into the curriculum to ensure maximum impact. They are authentically linked to the taught curriculum to strengthen both episodic and semantic memory structures, and open children's eyes to the opportunities available to them to be able to make connections to fully explore their potential.

Intent cannot be on its own.  
Together as staff, children and  
young people, parents and  
carers we will implement a  
curriculum that will positively  
impact on pupils.

An Oasis learner will become someone who:

- is comfortable in their own skin and is able to continuously explore who they are becoming.
- has the expertise they need to succeed, lead and serve others.
- wants to make the world a better place and feels able to do so.
- can communicate effectively and confidently in order that they feel included in all scenarios.
- is an active part of a network that supports others.
- seeks to include others, is other-centred and celebrates difference.
- has an inner sense of purpose, conviction and belief.
- has a values approach to life and a sense of what is right and wrong through the lived experience of the 9 Habits.

