

## **OUSEDALE SCHOOL**

### **CURRICULUM POLICY**

#### **1.0 INTRODUCTION**

- 1.1 Our curriculum is the main vehicle by which we translate the aims and values of the school into everyday practice.
- 1.2 The curriculum alone will not enable a school to maintain and improve standards. Significant emphasis must be placed on the quality of teaching and learning and the relationships between students and teachers. These are a fundamental part of securing a positive and successful educational experience for all students.

#### **2.0 PRINCIPLES**

2.1 Our school curriculum will:

- provide a motivating, inclusive, enjoyable and engaging learning experience for all students;
- include a broad and balanced body of knowledge and skills;
- enable all groups of students to progress
- make best use of the time and resources available
- reflect the local and national context and meet the wider needs, aspirations and interests of all our students;
- allow opportunities for the development of independent learning and the use of new and emerging technology.
- have equality of opportunity regardless of race, gender, background and disability;
- include experiences which promote spiritual, moral, social, cultural, cognitive and physical development;
- prepare students for the responsibilities and experiences of adult life.

#### **3.0 IMPLEMENTATION**

- 3.1 Strong curricular links with the primary sector to support continuity and progression from Years 6 to 7.
- 3.2 All students in Years 7 to 9 follow a broad and balanced curriculum. In developing their programmes of study, curriculum areas have adhered closely to the new National Curriculum (2014) guidance.
- 3.3 All students will complete a literacy assessment on entry in Year 7 to ensure that basic literacy standards are being met. Preparation for this assessment will be met through the students'

regular Maths and English provision. This will be revisited at the end of Year 7 and the end of Key Stage 3.

3.4 The use of Information Technology (IT) is an essential skill in our increasingly technologically sophisticated society. All students in Years 7 and 8 are taught a discrete lesson of Computing and Digital Applications (CDA). At Key Stage 4 students can opt to continue with a range of course within CDA suited to their needs including GCSE computing

3.5 Enrichment opportunities beyond the confines of the classroom promote personal development and broaden knowledge and skills. There is a unique Enrichment Programme where 1 hour per week is dedicated to Enrichment, in alternating half term blocks with PSHE. The enrichment programme enables students to follow a wide offering of enhanced activities both on and off the school site. Students could choose to specialise in an area of expertise (ie music / sport) or try something entirely new (ie baking / rock climbing).

Additional opportunities that exist beyond the classroom include:

- Day and Residential Trips;
- Duke of Edinburgh's Award;
- Work Experience;
- Young Enterprise;
- Extra curricular clubs and societies;
- Charity Events;
- ACE Days

In the Sixth Form, opportunities for students to develop their skills through activity, creativity and service are provided within their curricular experience.

3.6 Personal and Social Health Education including:

- Health, Sex and Relationships Education;
- Careers and Work -related Learning.
- Citizenship

is integrated into schemes of work across the whole curriculum and therefore the responsibility of all teachers. Some of the personal and social education framework is best experienced by the relationships and culture which permeate the school: in our everyday actions and words and through school forums and assemblies. Students also gain further opportunities to cover personal and social education through extended timetable events i.e. work experience and Impact mornings (see policy on PSHE), Sex and Relationships Education is taught in Years 9, 10 and 11 as part of the PSHE programme.

3.7 The individualised programme of Careers Education and Guidance for Years 8 - 13, is supported by the Form Tutor/Learning Mentor, Pastoral and Academic Leaders (PAL), specialist speakers and events.

3.8 At Key Stage 5 we offer a range of courses and options to meet the learning needs and abilities of all students who satisfy the entry criteria for our 6<sup>th</sup> Form.

#### **4.0 CURRICULUM STRUCTURE**

#### 4.1 Key Stage 3

In Years 7, 8 and 9 all students, except those few disapplied from MFL, study the full National Curriculum as specified in their programmes of study. Drama is part of our core curriculum and taught as a discrete subject in Year 8 & Year 9

The Year 7 Core curriculum:-

Art	Geography	PSHE
History	Physical Education	
Design Technology	Religious Education	
ICT	Science	
Modern Language(s)	Mathematics	
Music	English	

4.2 The Year 8 curriculum is as above, however, drama is added into the core programme and students who demonstrate promise in Languages have the opportunity to study Spanish as a second foreign language. Those students not accessing a second language have further opportunities to develop their literacy skills.

4.3 Students are provided with further choice in Year 9 whereby they can chose form a range of Creative options, including music, art, drama and technology.

#### 4.4 Key Stage 4

The Core curriculum:-

English Language and Literature	
PSHE	
Mathematics	
Physical Education	Religious Education
Science	

Significant pathways exist for students to have the opportunity to study the facilitating subjects which contribute to the English Baccalaureate including computing, humanities (history and geography) and modern foreign languages. All students will be expected to study either history or geography as part of their Key Stage 4 programme.

In addition, the school provides additional optional pathways that recognise the equal value of vocational learning, the Arts and other areas of interest

. The school is committed to developing high quality courses which meet the needs of individual interests and learning styles.

In a very few significant cases, a bespoke, individual pathway may be developed for students who find they are having difficulty effectively accessing a traditional curriculum. This would be developed in consultation with the student and their parents and may include partnerships with other establishments

4.5 In the 6<sup>th</sup> Form the option grid provides a range of qualifications from which students can choose broad programmes that meets their needs and aspirations. It is possible to combine academic and vocational studies to retain breadth or to specialise in Year 13 in one main aspect of learning eg. scientific, social, aesthetic, linguistic, physical and recreational.

4.6 In accordance with the 1998 Schools Standards and Framework Act parents have the right to withdraw their son/daughter either wholly or partly from religious studies.

## **5.0 CURRICULUM TIME**

5.1 The school week will comprise 25 one hour periods which represent the teaching time allocated to all students of compulsory school age.

The time allocated to each subject at Key Stage 3 and Key Stage 4 reflects national guidelines. The majority of students have at least one hour of PE a week in KS4.

5.2 Sixth Form course time allocations will be primarily on the basis of need, though allowance will be made for private study, research, the level of staffing, group size and resources available.

5.3 The whole school takes part in -several 'Ace Days' each year where the normal timetable is suspended. .These days involve staff working across departments and planning joint activities. At Key Stage 3 students will participate in a range of activities that seek to develop character, resilience, team building and problem solving skills. At Key Stage 4, the programme revolves around providing extended learning opportunities for both core and option examination subjects.

## **6.0 PROGRAMMES OF STUDY**

6.1 Programmes of study for each area or topic of study are essential in helping to plan teaching and learning within and across subject areas as well as documenting the common curricular activities of all groups of students. It will also support the standardisation and fairness of assessment, and provide a basis for monitoring and evaluating the curriculum.

6.2 Each subject department or course team will produce a programme of study for each of its units of work, and will review (and update as necessary) this annually.

6.3 Each programme of study will outline:  
For all abilities:

- content and skills to be learnt, with reference to cross-curricular knowledge where appropriate;
- exemplar teaching and learning activities;
- resources needed;
- how work is to be differentiated for all abilities;

## **7.0 DIFFERENTIATION**

All students are entitled to learn at a level and pace which helps them to achieve their potential. Students are taught either in sets according to ability and achievement in each particular subject or in mixed-ability groups.

The organisation of this is decided by each subject department in consultation with the Senior Assistant Headteacher and Headteacher.

Whichever method of organisation is adopted, teaching and learning activities need to be planned which take account of the range of abilities, learning styles and interests of our students, thereby enabling them to achieve success and their potential.

Delivery will also take account of specific identified groups of students including SEND, highly able, pupil premium.

## **8.0 TEACHING AND LEARNING**

8.1 All aspects of Learning and Teaching are covered by the Learning and Teaching policy

## **9.0 TRANSITION**

9.1 It is essential that the initial planning of programmes of study and organisation of teaching and learning take account of our students' previous work and achievements. Curriculum continuity and progression need to be maintained in a planned way. This will be supported by:

- formal and informal contacts between teaching staff of primary and secondary schools including special needs staff and the Assistant Headteacher with responsibility for transition
- the use of transfer documentation;

9.2 The transition from Key Stage 4 to the Sixth Form also needs to be recognised in the planning of schemes of work and activities, to take account of any changes in teaching and learning styles as well as content, skills and assessment.

## **10.0 MANAGEMENT, EVALUATION AND MONITORING**

10.1 Overall responsibility for Ousedale's curriculum policy rests with the Governing Body, in consultation with its Learning and Curriculum Committee.

10.2 The Governing Body's further responsibilities are currently:

- to work with the Headteacher in ensuring that a robust, broad and balanced curriculum that aims to best meet individual needs and its assessment procedures are carried out;
- to agree a sex education policy for the school;
- to provide religious education;
- to ensure that the Special Educational Needs and Disability (SEND) policy is being carried out in identifying and helping students with special needs, and the organisation and communication of SEND provision;
- to hear any appeals and complaints concerning the curriculum or its modification.

10.3 The Headteacher, in consultation with the Deputy/Assistant Heads, is responsible for day-to-day decisions about the management and curriculum of the school. This includes, in particular, the arrangements for collective worship. Groups of staff who share in the development, communication and implementation of this curriculum policy are:

- Leadership Group (SLT);
- Middle Leaders (ML)
- Staff Working Groups

10.4 If a working group or Middle Leader would like to develop, or implement a specific change to curriculum policies and / or practice they must liaise with their SLT link in the first instance. The SLT link and/or Middle Leader would then present the proposal/rationale to SLT who will then make decisions on curriculum development within a whole school perspective

Examples of specific curriculum changes that Middle Leaders may wish to make include but are not exclusive to changes in:

- Examination Board
- Specification
- Modules or units within a course
- Course structure (ie when exams are taken)

10.5 Courses will be reviewed annually, early in the Spring Term by Middle Leaders (ML) in conjunction with their SLT link to ensure that sufficient consultation and planning time for any changes is built in.

10.6 Monitoring and evaluation of this overall policy will be carried out by SLT in consultation with ML and other staff groups and will report as necessary to the Governing Body via its Learning & Curriculum Committee.

## **OTHER POLICIES**

Specific policies which cover further aspects or expand in more detail the principles and processes in this document are currently:

- Aims of the School;
- Assessment, Recording and Reporting;
- Careers , Information , Advice and Guidance;
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- Equal Opportunities;
- Learning and Teaching policy
- PSHE;
- Sex and Relationship Education;
- Special Educational Needs and Disabilities;

Revised by Governors Learning and Curriculum Committee 13<sup>th</sup> March 2017  
To Full Governing Body 29<sup>th</sup> March 2017  
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