

## Curriculum Policy

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All young people leave Ousedale ready to succeed in life. As effective learners they will acquire the character, experiences, knowledge, skills and qualifications which will enable them to thrive, and lead successful, happy lives.

## **1.0 Intent**

1.1 Ousedale School will continue to serve the local community giving priority to those young people who live in our defined area. We will reflect a traditional teacher-led approach to education, embracing the challenges of today and the opportunities of the future. It is a vision developed and shared by staff, pupils, parents and the governing board.

1.2 Our school will place at its heart a relentless focus on standards (pastoral and academic) combined with a strong emphasis on the development of each young person's skills and attributes. We will celebrate diversity and include everyone whatever their individual needs and circumstances. We want our pupils, and our staff, to be kind, work hard and so succeed and enjoy their time together at Ousedale.

1.3 Our curriculum will champion literacy, numeracy and the mastery of **knowledge**. Pupils will have access to a broad and balanced curriculum, founded on the National Curriculum and the EBacc. We will not limit any pupil's ambitions: holistic curriculum advice and guidance will support pupils on to appropriate curriculum pathways that reflect their interests, ambitions and aspirations. No pupil will be left behind regardless of their individual needs; each pupil will have the opportunity to shine.

1.4 We will provide extensive opportunities for our pupils to broaden their horizons through new **experiences**. They will develop their cultural capital by being exposed to the arts, sport, music, science, technology, languages, numerous trips, visits and exchanges, and through pupil leadership opportunities. Music will remain as a specialism and passion of the school; it enriches the lives of pupils as well as the school community at large. In addition to enrichment activities, an extensive extra-curricular programme will be offered to supplement, enhance and develop the learning that takes place in subject lesson time.

1.5 **Character** will be developed through our character values derived from the school motto. In consultation with our school community these have been identified as important values and characteristics that pupils, and staff, should develop and promote. Our rewards and behaviour systems will actively develop and promote these characteristics across all aspects of pupil life and the curriculum in its broadest sense.

1.6 Holistically, we will prepare our pupils to progress onto meaningful employment with training, or further and higher education. We will support our young people to contribute to and successfully compete in our changing world: locally, nationally, and globally. As custodians of our future, we will teach pupils about sustainability and environmentalism.

1.7 Outstanding pastoral care will be the norm with a focus on building strong, positive and respectful relationships and friendships. Positive discipline will be championed whilst supporting pupils who may initially struggle. We will celebrate our achievements and successes together through our rewards assemblies and events.

1.8 Ousedale School curriculum follows a deliberate three-year Key Stage 3, a two year Key Stage 4, and a two year Key Stage 5.

## **2.0 Implementation**

Our curriculum is comprised of the 3 curricular elements outlined previously and designed around the following principles:

- **Ambition** – all groups of pupils will have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all.
- **Knowledge and Skills:**
  - **Key concepts** and skills are identified that enable equitable access to the full curriculum, both within and across subject areas
  - **Core knowledge** – a minimum entitlement of factual and procedural knowledge and skills that all pupils will be required to know, grounded in the National Curriculum
  - **Powerful knowledge** – the skills and knowledge that pupils need to build upon, challenge and contest core knowledge so they can expand beyond their own experiences and “*think the unthinkable and the not yet thought*” (Young).
- **Offering new experiences** – broadening horizons and developing cultural capital through exposing pupils to the vast wealth of experiences in the wider global society: the arts, music, sport, science, technology, languages, leadership opportunities, extra-curricular pursuits and enrichment opportunities.
- **Developing character** – enabling our pupils to develop the character values derived from our school motto: *Kind, Hard Working, Successful*.
- **Identifying and addressing context specific need** – our pupils are unique and valued members of our community. As such they come with specific contextual needs which our curriculum will address:
  - Our pupils are significantly less diverse than the national average and consequently are less exposed to the issues of multi-culturalism, diversity and inclusion in modern Britain
  - We will increase pupils’ reading opportunities to recover literacy learning lost during the pandemic and remote learning (*DfE, Education Policy Institute and Renaissance Learning research*)
  - We will address increasing issues of mental health exacerbated by the Covid pandemic.
- **Learning is sequential** – learning is carefully planned and sequenced to:
  - teach key concepts first in any sequence of learning
  - incrementally build long-term knowledge reinforced through spaced recall and retrieval activities, particularly of key concepts
  - develop cross-curricula schema
  - prevent cognitive overload.

2.1 The curriculum for each subject is decided by Curriculum leaders and is sequenced carefully to ensure coherence. Each element of the sequence contains a discrete body of knowledge and, at the end of each element, knowledge is tested through formal written assessments.

2.2 The stability of our subject curriculum allows subject expertise to develop over time, and we are careful to provide sufficient time for teachers within the same subject to meet together. Our subject expertise is strengthened through deliberate subject knowledge development CPD.

2.3 We follow a directed and responsive model of teaching, developed as part of the Ousedale Standard for teaching. Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice.

### 3.0 A Three Year KS3

3.1 Our curriculum in Years 7, 8 and 9 (the first three years at Ousedale) for all pupils covers English, Maths, Science, Computing and Digital Applications, Technology, Art, Music, Drama, History, Geography, Modern Foreign Languages, Physical Education, Religious Education and Personal Development.

3.2 In Years 7, 8 and 9 all pupils, except those few removed from MFL, study the full National Curriculum as specified in their programmes of study.

The Year 7, Year 8 and Year 9 Core curriculum:-

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

3.3 Those pupils not accessing a modern foreign language have further opportunities to develop their literacy skills.

### 4.0 KS4

4.1 In Years 10 and 11 a degree of choice is available within a broad curriculum framework. The choices are made in Year 9 by pupils and their parents, in consultation with subject and form tutors.

Key Stage 4

The Core curriculum:-

English Language and Literature
Mathematics
Physical Education
Religious Education
Science

4.2 Whilst we have an ambition for pupils to access the Ebacc and maintaining a broad curriculum, as a school we will not mandate this as it may not be appropriate in reflecting the strengths or aspirations of the individual pupil. Breadth is maintained by ensuring pupils study a curriculum of English, Maths and Science, with at least 3 Ebacc subjects and 3 options available to reflect strengths, interests and aspirations.

4.3 The Ebacc (English Baccalaureate) is achieved when a pupil secures good GCSE passes in English, Mathematics, the sciences (x2) including Computing, a modern foreign language and a humanities subject (history or geography).

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

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

4.6 In a very few significant cases, a bespoke, individual pathway may be developed for pupils who find they are having difficulty effectively accessing a traditional curriculum. This

would be developed in consultation with the pupil and their parents and may include partnerships with other establishments

4.7 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. The majority of pupils take GCSE Religious Studies, however parents wishing to withdraw their children from studies involving Religious Education should contact the Deputy Headteacher responsible for Curriculum.

4.8 Assessment of all pupils' progress is carried out regularly, and is used to review grouping arrangements in subjects which are organised into ability sets. These are kept as flexible as possible to allow pupils to change according to progress.

## **5.0 Sixth Form (KS5)**

5.1 In the 6<sup>th</sup> Form the option grid provides a range of qualifications from which pupils 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.

## **6.0 Meeting the needs of pupils**

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

6.2 Teaching and learning activities are planned which take account of the range of abilities, learning styles and interests of our pupils, thereby enabling them to achieve success and their potential.

6.3 Delivery also takes account of specific identified groups of pupils including SEND, highly able, pupil premium.

## **7.0 SMSC/PSHE**

7.1 Personal, Social and Health Education (PSHE) and citizenship is taught to pupils at each Key Stage. The curriculum is based on the non-statutory guidelines published for Personal, Social and Health Education 2007. It is used to establish coherence and consistency, and to promote curriculum continuity and progression in pupils' learning. The programme covers;

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

And 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 councils, leadership groups and assemblies. Pupils also gain further opportunities to cover personal and social education through extended timetable events i.e. work experience, Sex and Relationships Education is taught in Years 9, 10 and 11 as part of the PSHE programme.

7.2 The programme also supports the aim for our pupils to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing through financial guidance and careers advice to ensure pupils are prepared for life beyond Ousedale.

7.3 Personal, Social and Health Education Subject Leader is responsible for co-ordinating the main school tutor time PSHE programme. Pastoral and Academic Leaders (PALs) actively support the work of the PSHE Subject Leader and will contribute to the monitoring and evaluation of the programme.

7.4 The promotion of personal, social and health development, and where appropriate the teaching of PSHE, is seen as an integral part of being a teacher. At interview, applicants for teaching posts are informed that they will be expected to demonstrate a clear commitment to this policy.

7.5 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.

7.6 The promotion of British values and the prevent agenda will be integrated throughout the teaching and learning to ensure tolerance, equality, democracy and the rule of law are upheld.

7.7 The teaching of Citizenship will provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, it will foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. It will equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.

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

7.9 All teachers at Ousedale will contribute to the personal and social development of pupils at the school; in their role as Form Tutor; a subject teacher and in the way in which they interact with each pupil.

7.10 The Personal, Social and Health Education Subject Leader and Pastoral & Academic Leaders will evaluate the quality of teaching and learning.

7.11 Pastoral Assurance Board (PAB) and the PSHE Subject Leader will be involved in specific methods of obtaining feedback such as questionnaires, guided discussion with pupils and the Pupil Council.

## **8.0 Curriculum time**

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

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

8.3 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.

## **9.0 Assessment**

9.1 Ousedale School pupils use common assessments in most subjects. These are high quality summative assessments which allow pupils to demonstrate their growing understanding of their subjects and teachers to assess the impact of their teaching. These summative assessments are scheduled regularly throughout the year, enabling teachers to focus on formative assessment from lesson to lesson.

9.2 Our formative assessments are designed to support pupils in achieving fluency in each subject. This means that in lessons pupils are quizzed on prior knowledge in order to embed this knowledge in their long-term memory. This frees up their working memory to attend to current learning. We are particularly conscious of the role that literacy and vocabulary plays in unlocking the whole curriculum. Our teachers explicitly teach the meaning of subject-specific language, and we expect lessons to contain challenging reading and writing.

9.3 Parents receive reports on their child's progress at each assessment point.

## **10.0 Teaching & Learning**

10.1 All aspects of Teaching and Learning are covered by the Teaching and Learning procedures.

## **11.0 Transition**

11.1 The initial planning of programmes of study and organisation of teaching and learning will take account of our pupils' 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 member of SLT with responsibility for transition;
- the use of transfer documentation;
- Subject leaders will be aware of the prior learning of pupils in their subject areas and plan accordingly.

11.2 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.

## **12.0 Management, Monitoring & Evaluation**

12.1 Overall responsibility for Ousedale's curriculum policy rests with the Governing Board, in consultation with its Quality of Education Committee.

12.2 The Governing Board'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 pupils with special needs, and the organisation and communication of SEND provision;
- to hear any appeals and complaints concerning the curriculum or its modification.

12.3 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. Decisions about the curriculum will always be mindful of staff workload and well-being. Groups of staff who share in the development, communication and implementation of this curriculum policy are:

- Leadership Group (SLT);
- Faculty Leadership Group (CL/T&L/SL))
- Staff Working Groups

12.4 If a working group or a member of the Faculty leadership group would like to develop, or implement a specific change to curriculum policies and / or practice they must liaise with the School Curriculum & CAB Leader in the first instance. The Faculty Curriculum 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 the Faculty Leadership Group 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)

12.5 Courses will be reviewed annually, early in the Spring Term by Leaders in conjunction with the School Curriculum & CAB Leader to ensure that sufficient consultation and planning time for any changes is built in.

12.6 Monitoring and evaluation of this overall policy will be carried out by SLT in consultation with Faculty Leaders and other staff groups and will report as necessary to the Governing Board via its Quality of Education Committee.

#### **Other Policies and Procedures**

Specific documents 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;
- Equal Opportunities;
- Teaching and Learning procedures
- Sex and Relationship Education;
- Special Educational Needs and Disabilities.