

OUSEDALE SCHOOL CURRICULUM POLICY

Ousedale School will provide all students with the knowledge, confidence and skills to contribute and compete successfully locally, nationally and globally.

Our vision is heavily influenced by our values and beliefs about education and is shared by the staff and governing board. There is emphasis on literacy, numeracy and the mastery of knowledge alongside opportunities to broaden horizons and develop character.

1.0 Intent

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

1.2 Our curriculum is heavily influenced by our values and beliefs about education and is shared by the staff and governing board. There is emphasis on literacy, numeracy and the mastery of knowledge alongside opportunities to broaden horizons and develop character. Literacy remains crucial to the success of students and to their ability to access the curriculum. As such, literacy remains a key focus and is supported through the accelerated reader programme.

1.3 At the heart of our curriculum lies a respect for the subjects we teach and for the insight that each provides into the world around us. We encourage children to think, to question, and to be actively engaged with their learning. Each of these skills are encouraged within the context of the rich knowledge each subject provides. By instilling our students with the best of what's been thought, said and done in each subject, our curriculum enables children to appreciate and participate in the full richness of the human experience.

1.4 We offer students an incredible range of culturally and intellectually inspiring enrichment opportunities, including: visits and talks from local and international businesses, numerous day and residential trips, ASPIRE sessions and a half termly enrichment programme. These constitute a further development of each subject 'package' and promote the development of a wider cultural capital for each student.

1.5 A child first and foremost is an individual to get to know, understand and respect, and secondly an Ousedale School student. It is very important to us that every student (including SEND and PP) has the opportunity to shine.

1.6 Parents and students are advised about the potential impact of choosing particular subjects at each options point (For example, Languages, Humanities and EBACC).

1.7 We will meet the words of our motto, 'Aspire, Believe, Achieve', in all we stand for and aspire to be.

Our Motto

Aspire

Students supported by staff and parents are motivated to aim high in everything they do. They aspire to new heights academically, practically and through the acquisition of new skills.

Believe

Students with staff, develop resilience, independence and self-belief in their ability to lead and reach challenging targets.

Achieve

Students achieve outstanding results and share responsibility for their learning, enabling them to progress onto pathways of their choice, succeed in a competitive world and contribute to the success of the school.

2.0 Our Aims

2.1 To enhance and develop our Exceptional Learning Community through:

- high expectations and standards
- nurturing a thirst for knowledge and a love of learning
- excellent teaching
- personalised support and guidance
- broadening horizons and developing character
- enriching opportunities for all
- effective and creative partnerships with students, parents and our community

3.0 Implementation

3.1 The curriculum for each subject is decided by subject 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.

3.2 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.

3.3 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.

3.4 Lessons are purposeful and challenging and teachers make particularly effective use of clear explanations, modelling and rigorous questioning and discussion to enable students to acquire, integrate and apply knowledge and develop understanding and skills. Homework is challenging and seeks to either consolidate learning in class or prepare students for future learning activities.

3.5 In our lessons you will typically see all students grappling with the same challenging content, with teachers providing additional support for students who need it.

3.6 Teachers are skilled at responding and adapting their teaching so that they remain focused on the needs of all their learners by: identifying and building on prior knowledge and skills; regularly checking for understanding, identifying and addressing misconceptions; giving focused feedback and helping students to engage with and act on that feedback.

3.7 Teachers have high expectations for all their students. Relationships in classes are strong and this helps to promote good behaviour and positive attitudes. Teachers encourage students to try hard and place emphasis on effort and attitude to learning when monitoring student progress. Student behaviour is managed very effectively, with clear processes employed to address the rare incidences of low level disruption or poor behaviour.

4.0 A Three Year KS3

4.1 Our curriculum in Years 7, 8 and 9 (the first three years at Ousedale) for all students covers English, Maths, Science, Computing and Digital Applications, Technology, Art, Music, Drama, History, Geography, Modern Foreign Languages, Physical Education, Religious Education, Wellbeing and Personal Development. Students will be able to choose some options in the Arts and Technology for their Year 9 study.

4.2 As indicated above, within this phase, Year 9 extends student learning further by providing opportunities to both broaden and deepen knowledge and understanding across the full range of Baccalaureate subjects. The amount of time given to Languages increased from September 2020, to try and increase the number of students choosing languages at GCSE. There is a small amount of option choice in Year 9 in the creative subjects

4.3 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	Wellbeing
Design Technology	Religious Education	
ICT	Science	
Modern Language(s)	Mathematics	

4.4 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.

4.5 Students are provided with further choice in Year 9 whereby they can choose from a range of Creative options, including music, art, drama, business, and technology.

5.0 KS4

5.1 In Years 10 and 11 a degree of choice is available within a broad curriculum framework. The choices are made in Year 9 by students and their parents, in consultation with subject and form tutors. The majority of students take GCSE Religious Studies however parents wishing to withdraw their children from studies involving Religious Education should contact the Deputy Headteacher responsible for Curriculum.

Key Stage 4

The Core curriculum:-

English Language and Literature

PSHE

Mathematics

Physical Education

Religious Education

Science

5.2 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 are strongly encouraged to study either history or geography, and a modern foreign language as part of their Key Stage 4 programme. We continue to look to increase the number of students who take a language GCSE .

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

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

5.5 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

5.6 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.

5.7 Assessment of all students' 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 students to change according to progress.

6.0 Sixth Form (KS5)

6.1 In the 6th 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.

7.0 Meeting the needs of students

7.1 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.

7.2 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.

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

8.0 Enrichment

8.1 Every other half term students take part in enrichment activities on Wednesday afternoons.

8.2 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 (eg music / sport) or try something entirely new (eg baking / rock climbing).

8.3 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

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

9.0 SMSC/PSHE

9.1 Personal and Social Health Education including:

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

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. 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.

9.2 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.

9.3 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 6th Form.

10.0 Curriculum time

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

10.2 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.

10.3 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.

10.4 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.

11.0 Impact

11.1 Ousedale School students 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 typically taken once or twice a year, enabling teachers to focus on formative assessment from lesson to lesson.

11.2 Our formative assessments are designed to support students 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.

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

11.4 Every child has an equal right to a challenging and enlightening curriculum. By teaching this curriculum well, and developing effective habits in our pupils, we bring out the best in everyone.

11.5 As result of the high quality curriculum, students are able to successfully move on to the next stage of their education and/or training.

12.0 Teaching & Learning

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

13.0 Transition

13.1 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;
- Subject leaders will be aware of the prior learning of students in their subject areas and plan accordingly.

13.2 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.

14.0 Management, Monitoring & Evaluation

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

14.2 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 students with special needs, and the organisation and communication of SEND provision;
- to hear any appeals and complaints concerning the curriculum or its modification.

14.3 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);
- Middle Leaders (ML)
- Staff Working Groups

14.4 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)

14.5 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.

14.6 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 Board 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;
- Equal Opportunities;
- Teaching and Learning policy
- PSHE;
- Sex and Relationship Education;
- Special Educational Needs and Disabilities;

Revised by Governors Learning and Curriculum Committee 1st February 2021

Approved by Full Governing Board 25th March 2021

Date of Next Review January 2022