



Curriculum Policy

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1	January 2015	Annual review
2	January 2016	Annual review
3	December 2017	Annual review
4	September 2018	Annual review
5	March 2019	Annual review
6	March 2020	Annual review – minor changes
7	March 2021	Annual review – minor changes
8		

Distribution list
Governors
Head
Leadership Team
All staff



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Context of Policy

Our curriculum is relevant, broad and balanced to meet the needs of all students. We aspire to respond to the local and national agenda in order to ensure that all our students receive a high-quality learning experience.

A curriculum that:

- remains as broad and balanced as possible for all students
- is driven by high expectations for all
- clearly sets out the knowledge and skills that will be acquired
- develops strong literacy and numeracy skills so that students can communicate confidently
- places an importance on learning independently
- is planned, structured and sequenced so that knowledge is learnt securely and reinforced over time
- is adapted for students with special educational needs and / or disabilities
- promotes practical competency within each subject
- opens students' minds to their possible futures
- provides enriching experiences that contribute to building character and cultural experiences.

Purpose of the policy

We believe that in order to access a broad and balanced curriculum, all students need to be confident and proficient in the basic skills of Reading, Writing, Communication and Mathematics.

Action Statement

Oathall is committed to ensuring that the curriculum matches the cohort. The majority of students follow the English baccalaureate (English, Mathematics, Science, Language and History/Geography). A small number of students follow an alternative curriculum which may include additional literacy, numeracy and some vocational studies.

KS3 – National Curriculum

All year groups follow the national curriculum which incorporates the statutory requirements.

KS4

We offer a broad and balanced curriculum at Key Stage 4 and we meet the statutory requirements. All students work towards a qualification in English language, English Literature, mathematics and science. We offer a comprehensive range of foundation subjects and expect the majority of our students to take a language and humanity GCSE. In addition, students are able to choose from a range of vocational subjects.

Learning Beyond the Formal Classroom

The college is committed to a wide range of extra-curricular activities across a wide spectrum of subjects.



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All students have access to and are actively encouraged to take part in our extensive programme, which seeks to extend their learning and widen their life experiences. We seek to use active partnerships to support learning wherever possible and encourage students to interact with speakers and visiting groups/industries/organisations to extend their communication and learning.

A range of enhancement activities, referred to as the “Super Curriculum” are identified that students can choose to complete to further broaden and deepen their studies.

Communication

A series of documents are produced to communicate the curriculum intent to all stake holders. A detailed curriculum map is provided for each subject that sets out the knowledge, skills and concepts covered by the curriculum in each subject in each academic year, along with the key assessments. A more easily accessible version of this, referred to as a learning journey is also produced that communicates the key points covered in each subject. These documents are published on the school website.

Implementation/monitoring

It is the role of the Deputy Head and Heads of Faculty to monitor and review the appropriateness of the curriculum offered annually through line management and advise the headteacher accordingly. A combination of exam results, lesson observations, data and work sampling, allow Heads of Faculty to review the appropriateness of their curriculum.

The use of external support from organisations such as PiXL is encouraged as part of our quality assurance process.

Governors have a responsibility to ensure that the curriculum meets its statutory requirements.

Setting

Setting is reviewed annually and is detailed in the curriculum structure document.

Evaluation

The curriculum policy should be reviewed annually.

March 2021