



## Curriculum Policy

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11	March 2025	Annual review - unchanged
12	April 2026	P2- Action Statement updated, P3 KS4 updated, P4 PiXL removed.

Distribution list
Governors
Head
Leadership Team
All staff



## Curriculum Policy

### 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. At Key Stage 4, students follow a broad and balanced curriculum, including English, Mathematics, Science and a range of option subjects drawn from languages, humanities, creative and technical disciplines. We prioritise a curriculum that maintains strong academic foundations while enabling students to access a wider breadth of subjects, including the arts and vocational pathways. This ensures that all students can pursue an appropriate and ambitious programme of study.

A small number of students have adjustments made to their curriculum to provide additional support and to ensure that their individual needs are fully met.



## **Curriculum Policy**

### **KS3 – National Curriculum**

All year groups follow the National Curriculum, including its statutory requirements. Where necessary, adjustments are made to ensure the curriculum meets the specific needs of our students.

Students receive Relationships and Sex Education (RSE) in line with official guidance. Parents and carers have the right to request that their child be withdrawn from the sex education components of this programme.

### **KS4**

Our Key Stage 4 curriculum is designed to ensure academic rigor alongside curriculum breadth. All students complete a core of English language and literature, Mathematics and science. Most students will take combined science (resulting in two grades), whereas some will study Biology, Chemistry and Physics as three separate GCSEs. The vast majority will study four further option subjects, providing a personalised pathway. Following the advice and guidance from staff we ensure this structure allows for a balanced selection from a comprehensive range of GCSE and vocational qualifications, resulting in a broad curriculum.

Some students will follow an adjusted curriculum, tailored to support their individual learning needs and ensure appropriate access to the wider curriculum.

### **Learning Beyond the Formal Classroom**

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

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 at key stage 3.



## **Curriculum Policy**

### **Communication**

A series of documents are produced to communicate the curriculum intent to all stakeholders. 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.

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.

April 2026