




CURRICULUM POLICY

<p>Date signed by Chair of Governors</p> <p> January 2017</p>	<p>Date to be reviewed</p> <p>June 2018</p>
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OULDER HILL COMMUNITY SCHOOL
AND LANGUAGE COLLEGE

CURRICULUM POLICY

AIMS

The curriculum at Oulder Hill seeks to provide each individual student with a rewarding and enriching experience personalised to their needs, interests and aspirations that prepares them for adult life and transition into education, training or employment.

Our curriculum aims will enable our students to become:

- successful young people, who enjoy learning, make progress and achieve
- fascinated by the world around them
- imaginative, creative and reflective in their learning
- confident individuals who are able to live safe, healthy and fulfilling lives
- socially responsible people who can interact with people of varying backgrounds and cultures
- responsible citizens who make a positive contribution to society, upholding the fundamental British Values of democracy, the rule of law and individual liberty
- positive contributors to our local community through school based and local activities
- tolerant and respectful of those who have different faiths and beliefs
- respectful of our Co-operative values

PHILOSOPHY

Central to our moral purpose is an ordered, tolerant and caring community that recognises the diverse talents and abilities of each individual. We aim to provide a secure and disciplined environment where staff and students can work together in pursuit of our common moral purpose. The aim is to develop a coherent 11-16 curriculum that builds on our students' experiences in the primary phase and helps them to become successful learners, confident individuals and responsible citizens. Our curriculum reflects values in our society that promote personal development, spirituality, equality of opportunity, economic wellbeing, a healthy and just democracy, and a sustainable future. It will allow our students to be prepared for life in a culturally diverse modern Britain.

All our students, regardless of their gender, colour, creed, ability, background or disadvantage, will be given the opportunity to follow a curriculum which is broad, balanced, relevant, differentiated and coherent and which enables continuity and progression. Every student will be expected to experience success.

PROCESS

The overall curriculum policy is the responsibility of the Governing Body. Through its Strategy sub-committee it advises the school management on the appropriateness and effectiveness of the current and proposed curriculum.

The Assistant Headteacher (Curriculum) has responsibility for curriculum design, including creating the timetable and general staffing and organisational implementation. This work is carried out in conjunction with the Faculty Directors, Senior Leadership Team, Learning and Progress Directors (LPD's) and Pastoral staff, to develop a whole school curriculum framework, including allocations, curriculum development, monitoring and evaluation.

Faculty Directors and subject area leaders are responsible for the design and implementation of the curriculum in their subject area, following National Curriculum guidelines where necessary. They are also responsible for monitoring the effectiveness of curriculum delivery within their departments, and contributing to whole school curriculum development, monitoring and evaluation. LPD's are responsible for ensuring new arrivals to the school are allocated an appropriate timetable, personalised where appropriate.

The school is a specialist Language College therefore it is our aim all students study at least one foreign language and the majority of students have the experience of two. The vast majority of students study a language to GCSE unless this is considered on an individual basis not to be appropriate

Specifically, our curriculum is intended to help our students to:

achieve high standards and make the progress that their ability suggests

narrow the gap and enable those not achieving age-related expectations at age 11 to catch up with their peers

- become independent learners
- have and be able to use high-quality functional skills
- be challenged and stretched to achieve their potential
- have increased commitment to and enjoyment of learning leading to participation from 16 and beyond.

In particular, our curriculum will:

- promote high standards, particularly in literacy and numeracy
- provide entitlement to a coherent, broad and balanced curriculum
- provide a balanced approach to religious education which is broadly Christian but respects and encompasses all major world faiths
- instil in our students a positive disposition to learning and a commitment to learn promote and pass on essential knowledge, skills and understanding valued by society to the next generation
- be relevant to our students and prepare them for the here and now, for the next phase of their education, and for their future
- widen horizons and raise aspirations about the world of work and further and higher education
- make our students more aware of, and engaged with, their local, national and international communities
- help students recognise that personal development is essential to wellbeing and success
- allow our students to make the relevant progression from the primary phase to the tertiary phase particularly in the core areas of English, mathematics and Science.

Curriculum Content

We follow the statutory National Curriculum which sets out programmes of study which came into force in September 2014.

KEY CURRICULUM ISSUES

Grouping

Some subjects set students by academic ability to allow for work to be differentiated, however for some, mixed ability sets are more appropriate. Where possible, the curriculum is organised so that subjects can set where appropriate. Key Stage 4 option subjects are generally taught as mixed-ability sets due to the nature of the options process.

Carousels

The school organises part of its curriculum so that in some areas students are on a carousel of subjects. This occurs at Key Stage 3 for example in Design Technology subjects (Resistant Materials, Structures, Mechanisms, CAD/CAM, Graphics, Food and Textiles), in which students spend a number of weeks in a subject area before moving on to another.

Special Educational Needs

We believe that all children should have the opportunity to access their education therefore we aim to remove barriers to learning for each individual student not only with what happens in the classroom, but also by how we structure the curriculum.

SEND and vulnerable students in Key Stage 3 are placed into mixed ability groups for their particular year group to maintain an inclusive approach to education at OHCS. Their needs are tracked and monitored by the SEND faculty. They follow the same National Curriculum subjects as the rest of their year group their additional needs are met by different means depending on which is the most appropriate for example differentiation within the classroom, withdrawal for additional support, additional literacy or numeracy lessons.

In Year 7 a small cohort of 5 students integrate with 5 students from Redwood our co located special school. These students together experience additional literacy, reading and numeracy classes at Redwood and classes for other subjects at Oulder Hill. The 5 OHCS students join an otherwise mixed ability class for some subjects and are in sets for Science.

In Key Stage 4 students with Special Educational Needs and or Disabilities follow a similar curriculum to the other students in their year group. However, some of the courses are changed in order to personalise the learning to meet the specific needs of individual students. It is recognised that some of these courses may not count in the government league tables but are the most appropriate course for some individuals.

The Inclusion faculty provides teachers with details for all students on the SEND register together with strategies for how to differentiate work and support them. The curriculum is organised to provide additional literacy and numeracy intervention and support for students who need it. Teaching Assistants and Learning Mentors are assigned to individual students and groups.

Second Language

The school provides support, materials and encouragement to all students for whom English is a second language. As with Special Educational Needs the school recognises that the classroom teacher is the person who deals with second language students most frequently. A similar programme of INSET and differentiation operates. When required, materials can be translated.

Cross-curricular Literacy, Numeracy and ICT

All subject areas will ensure that opportunities for developing students' literacy, numeracy and ICT skills are embraced. Faculties will work with the coordinators for these areas to share best practice, and where appropriate, map where these opportunities rise in Schemes of Work.

Social, Moral, Cultural and Spiritual (SMSC) and British Values understanding

Many aspects of SMSC and British Values are covered in the Humanities curriculum and in the assembly and tutorial programmes. SMSC and British Values also goes hand in hand with the values and ethos of Oulder Hill Community School with regard to the important core standards that we expect all adults to reflect and reinforce in day to day school life. In addition, CIAG forms a strong part of the school's curriculum meaning that students are equipped with the skills, knowledge and understanding needed to make informed choices about their futures. However the school also recognises the importance of other subject areas in delivering SMSC and British Values in a cross-curricular way. SMSC and British Values should be seen as a thread that runs throughout the school and therefore no opportunity to enhance SMSC and British Values provision should be missed.

CURRICULUM FRAMEWORK

The school operates a two-week timetable of 25 x 1 hour lessons for all year groups to enable flexibility of delivery and a more personalised curriculum.

KEY STAGE 3

Oulder Hill follows the requirements of the National Curriculum but has continued to provide diversity and breadth. The curriculum framework for 2016-17 is as follows:

Years 7 and 8

Maths	4 hours
English	4 hours
Science	3 hours
PE	2 hours
Humanities	3 hours (History, Geography, RE)

Technology (Carousel)	2 hours (Graphics, Textiles, Food, CAD/CAM, Structures, Resistant Materials)
Languages	3 hours (all students have the choice to study either French or Spanish with either French, Spanish German or Italian as a second language)
Art	1 hour
Music	1 hour
Dance/Drama	1 hour
Computer Science	1 hour
(additional numeracy or literacy lessons of 1 hour each where required replace either a PE lesson or one of Art/Music/Drama)	
TOTAL	25 Hours

Foundation Year
Year 9

Core All Students will study

Maths	4 hours
English	4 hours
Science	3 hours
P.E.	1.5 hours
R.S.	0.5 hours
Languages	3 hours
ICT/Computer Studies	3 hours (Cambridge Nationals or ECDL qualification & Computer Science)

Options
6 Hours (3 options of 2 hours each in Y9)

TOTAL **25 Hours**

KEY STAGE 4

Oulder Hill has followed the requirements of the National Curriculum, but developed a framework which we believe offers breadth and balance with room for choice and some specialisation. The options have been designed to facilitate this breadth and balance and students are counselled in their subject selection. All courses lead to a GCSE, BTEC or equivalent qualification.

Years 10 and 11

Core All Students will study:

Maths	4 hours	Several students will also be entered for Further Maths
English	4 hours	Both Language and Literature
Science	5 hours	In current Year 10 students study Core and Additional Science therefore coming out with 2 GCSEs in Science. The most able have the opportunity to choose Triple Science as one of their option choices and will leave with 3 separate GCSEs in Biology, Chemistry and Physics.
Language	2.5 hours	To fit in with Language College status, the vast majority of Key Stage 4 students will be entered for a Language qualification from either French, German, Italian, Spanish or Urdu to GCSE.

ICT& Computer		
Science	2 hours	(Year 10 only)
PE	1.5 hours	
RS	0.5 hour	(Year 11)

Options

6 Hours (3 options of 2 hours each in Y10)

7.5 hours (3 options of 2.5 hours each in Year 11)

Option subjects are under constant review and include a wide range of GCSE and vocational qualifications. Detailed information on the Option subjects can be found in the KS4 Options Booklet for that year.

ASSESSMENT - (SEE ASSESSMENT POLICY)

MONITORING

The monitoring process should ensure that there is effective delivery of the curriculum. The Assistant Head (Curriculum), SLT Faculty Line Managers are particularly concerned with:

- a) the overall curriculum received by the students, including appropriateness of course, teaching and learning strategies and access to lessons;
- b) the implementation of the National Curriculum;
- c) equality of opportunity;
- d) effectiveness of courses and pupil achievement;
- e) value added by the whole curriculum.

The main tools of the monitoring process are:

1. the 'shadowing' of individual pupils or individual groups;
2. learning Walks
3. work scrutiny of pupil work and homework;
4. analysis of progress data in SIMs/SISRA and other assessment records by subject and groups*
5. analysis of GCSEs by subject, and groups*

groups* such as ethnicity, gender, SEN status, band on entry and Pupil premium.

Faculty Directors are responsible for the effective delivery of their subject area. They are responsible for ensuring that National Curriculum requirements are followed, examination syllabuses are adhered to and that all students have access to their subject. They are particularly expected to monitor:

1. the delivery of their subject by staff within their department;
2. the keeping of appropriate records by members of the department;
3. the development and use of a range of teaching and learning styles appropriate to the subject;
4. the progress of all students in their subject

EVALUATION

Any successful school must constantly review and evaluate its provision. Oulder Hill expects all staff regularly to evaluate their lesson plans, the teaching and learning styles they employ and the range of experiences they give the children. The school also regularly reviews both the curriculum as a whole and particular aspects of it. This is undertaken by Senior Management with curriculum responsibilities in conjunction with Faculty Directors.

As the various developments highlighted in the Key Stage statements suggest, the curriculum at Oulder Hill is constantly evolving in order to give all students a greater opportunity to succeed.