



Academy  
**Oldbury**

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**National and local guidance in relation to the Covid 19 pandemic may over rule aspects of this policy.**

## **Curriculum Policy**

**Status:**

**Approved**

**Review Date:**

**September 2023**

*"The Academy believes that inclusive practice is central to developing quality teaching and learning. As such, we endeavour to provide a supportive framework that responds to pupils' needs and overcomes potential barriers for individuals and groups of pupils and to ensure that pupils of all abilities and needs are fully included in the life of the school. The ethos of this statement underpins all Oldbury Academy's policies."*

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## Curriculum Intent

“At Oldbury Academy, leaders intend for students to learn and develop the knowledge and skills in their subjects, as directed by the National Curriculum. We adapt elements of our programmes of study to take account of our local context including the recovery of learning as we emerge from a pandemic. We believe our curriculum will make a difference to who our students are, and who they will become. Leaders intend for our curriculum to give students the ability, in terms of knowledge and skills, high quality examination results, and enriched experiences, to make a positive contribution to society.

Oldbury Academy intend for students to develop their character skills during their time with us. Parents, teachers and governors have a shared commitment to the skills we want to see develop in our students: leadership, organisation, resilience, initiative and communication. We ensure there are multiple opportunities for students to develop these skills over their time at school with us.”

**\*NB. Students may be required to access the curriculum remotely during the academic year; this will not affect our curriculum intentions.**

# 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals, through a guided choice that we refer to as 'Pathways'.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Ensure that any gaps in the curriculum, as a result of the pandemic, are identified and addressed.

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

It reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

### 3.1 The local governing body

The local governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state, although at Oldbury Academy some students might not take qualifications that count in DFE performance tables. This is a strategic decision taken at the discretion of the HT, AHT (responsible for curriculum) and the wider senior leadership team (SLT).
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### 3.2 Headteacher

Through delegation to the AHT - with responsibility for curriculum, the Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The local governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **4. Organisation and planning**

### *Key Stage 3 Curriculum*

Years 7, 8 and 9, follow our broad and balanced Key Stage 3 curriculum. Students follow a 20 period a week timetable. The curriculum is designed to provide depth and breadth of study whilst ensuring that appropriate time can be devoted to Mathematics, English and Science. Our intention is to give students a 'taste' of as many subjects as possible, whilst preparing them for and informing them about, potential KS4 subjects further down the line. Literacy and numeracy skills are developed in every subject and across the curriculum. Spiritual, Moral, Social and Citizenship (SMSC) and LORIC (Leadership, Organisation, Resilience, Initiative and Communication) underpin the whole ethos of our curriculum and whilst they are not taught explicitly as a discrete subject, students in Years 7, 8 and 9 benefit from a range of assemblies, form-time activities and enrichment days across the year.

### *Key Stage 3 Assessment*

In line with the new government performance indicators that use a 1-9 grading system, staff at Oldbury Academy will assess students using these grades. School reports follow the 1 - 9 structure. On-going formative assessment take place throughout the year, in each subject, with a progress and monitoring report issued to parents in each term. Summative assessments take place at the end of a specific topic and at the end of the year – teachers use this assessment information to evaluate the progress of our students. Assessments will cover a variety of skills and are used to prepare pupils for the challenges and expectations of Key Stage 4 courses. Assessment will take many forms in Key Stage 3 from formal assessments to assessment for learning, where pupils are encouraged to self- and peer-assess in order to promote target-setting and self-evaluation. The main purpose of assessment, however, is to enable all pupils to access the skills necessary for them to become a successful learner.

### *Key Stage 3 SMSC (Spiritual, Moral, Social and Citizenship Education) and Character Development*

All pupils receive tutor sessions each week where PSHE/SMSC topics are delivered. During this time, they participate in lessons aimed at ensuring our pupils are able to keep themselves safe and grow up into well rounded individuals that will make a positive contribution to the community. There are also discrete 'drop down enrichment days' across the academic year where year group specific activities and experiences are delivered by form tutors and external visitors, these cover the statutory and non-statutory elements of SMSC including Enterprise, Careers Education and Work-related Learning and Sex and Relationship Education (SRE).

### *Key Stage 3 Homework*

Homework tasks and activities, for KS3 students, will be used to stretch and support learners in developing the following skills:

- Literacy
- Numeracy
- Independent Learning
- Online Learning & Use of ICT
- Developing specific subject knowledge and skills

KS3 students can expect to be given several pieces of homework to support and consolidate their learning. We offer an after-school homework club which students are welcome to attend where they can receive help with their homework. ALL homework will be set using our online programme of Show My Homework. Any concerns about the use of SHMW should be forwarded to [showmyhomework@oldburyacademy.org.uk](mailto:showmyhomework@oldburyacademy.org.uk).

At Oldbury, we are committed to ensuring our students maximise their potential and leave us with the very best possible outcomes. One of the ways we do this is to guide students towards particular subject choices as they move into Key Stage 4, a process known as Pathways. We recognise that students have varying abilities so we ensure our provision is reflective of this as students move into year 10.

#### *Key Stage 4 Curriculum*

Students in Key Stage 4 will follow a broad and balanced curriculum of 20 periods per week. This may include some subjects that students have chosen, but will mostly follow a guided pathway that is most appropriate to the learning needs of the student. The determination of these pathways are at the discretion of the school, and the decision that is best for that student.

Whilst ensuring that appropriate time can be devoted to Mathematics, English and Science, the curriculum is designed to provide depth and breadth of study and to promote opportunity for work-related learning and the development of employability skills. Personalisation is, we believe, essential if we are to provide an inclusive curriculum that allows our students to achieve their full potential. Thus, where appropriate, we explore opportunities to provide alternative curriculum pathways and learning environments as well as 'age not stage' learning for identified individuals or groups of students. Our intention is to provide all learners with a variety of curriculum pathways that will directly support them and lead to further education, training and/or employment. All students study Physical Education for 1-2 periods a week and competition between internal groups and with other schools is encouraged.

#### *Key Stage 4 Assessment*

Oldbury Academy use prior attainment at Key Stage 2 as a benchmark for measuring progress students make by the end of Key Stage 4. We rigorously track and monitor our students throughout the Key Stage and we report on student progress, in relation to their targets, throughout the academic year. Student progress is tracked using a 'flightpath' approach that highlights how students are doing in lessons over the course of two years. On-going formative assessment takes place throughout the year, in each subject, with a progress and monitoring report issued to parents following each data-sweep. Summative assessments take place at the end of a specific topic and/or at the end of the year – teachers use this assessment information to evaluate the progress of our students. It is standard practice for teachers to use 'mock examinations' or 'pre-public exams' at the end of Year 10 and also in the autumn and spring terms of Year 11. The information collated following these examinations, is used to inform target-setting and intervention strategies. Assessments will cover a variety of skills and are used to prepare pupils for the challenges and expectations of Key Stage 4 controlled assessments and examinations.

#### *Key Stage 4 SMSC (Spiritual, Moral, Social and Citizenship Education)*

Spiritual, moral, social and citizenship education helps young people develop personal qualities, which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, and self-respect. At Oldbury Academy, we seek to teach these qualities across the curriculum as well as throughout school life.

All students, at Key Stage 4, participate in an annual calendar of assemblies and 'drop down enrichment' days that cover the statutory and non-statutory elements of SMSC including Careers Education and Work-related Learning, Enterprise and Relationship and Sex Education (RSE).

#### *Key Stage 4 Homework*

Homework tasks and activities, for KS4 students, will be used to stretch and support learners in developing the following skills:

- Spelling, Punctuation & Grammar (SPaG)
- Numeracy
- Independent Learning
- Developing specific subject knowledge and skills
- Developing confidence and experience in responding to examination questions.

KS4 students can expect to be given several pieces of homework to support and consolidate their learning. We offer an after-school homework club which students are welcome to attend where they can receive help with their homework. All homework will be set through Show My Homework.

## **5. Inclusion and SEN**

Oldbury Academy ensures teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

### *Special Educational Needs (SEN)*

We aim to ensure that all barriers to equal access in our school are removed or overcome. We monitor and track the progress of all children to ensure that the support we provide is as effective as possible. Students and their families are involved in discussions about the support they need and, where necessary, we seek support and advice from specialists outside of the Academy to ensure that we develop and maintain a range of flexible resources to meet the needs of all our students.

Our Special Educational Needs Team work closely with students who have barriers to their learning.

- We recognise the diverse educational needs within our local community.
- We uphold the right for children to have a high quality education
- We acknowledge the fact that the needs of our students might change and we believe it is our duty to offer full educational access and inclusive provision to all our students
- We recognise that some students need increased support because they have a significantly greater difficulty in learning than the majority of other children of the same age and/or
- Some have a disability, as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by other children of the same age

## **6. Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through a range of quality assurance processes such as meetings with appropriate staff, and feedback during governors’ meetings.

Heads of Faculty monitor the way their subject is taught throughout the school through a range of quality assurance processes, such as work checks, reviews and lesson observations.

This policy will be reviewed annually.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy
- Equality information and objectives