



Curriculum Policy

Last Review:	Oct 2017
Committee:	CC
Date Ratified:	6/10/17
Next Review:	Oct 2019

1. Rationale

- 1.1. As an academy Oldfield School is not required to follow the National Curriculum, however, our curriculum is broadly shaped by it.
- 1.2. The Oldfield curriculum is made up of all the learning and other experiences that we plan for our students.
- 1.3. Where possible, classes are taught in ability sets (timetable dependent). This is standard practice in maths, science and MFL (at KS3) and broadly in English.

2. Context

- 2.1. The central philosophy on which the curriculum of Oldfield is based is that all students are of equal worth and that each has an entitlement to a properly planned and delivered education that is inclusive, broad, balanced, relevant, coherent and differentiated.
- 2.2. The curriculum is planned to ensure that each student follows the most appropriate curriculum whilst complying with the national curriculum.
- 2.3. The curriculum aims to promote students' spiritual, moral, social and cultural development, awareness of British values and understanding of sex and relationship education.
- 2.4. It helps prepare students for the opportunities, responsibilities and experiences of life.
- 2.5. The school has a particular commitment to equal opportunities.
- 2.6. In addition to the taught curriculum we offer an extensive programme of extra-curricular activities.

3. Organisation

3.1. Procedures are put in place to ensure that our curriculum is delivered through a 2 week 50 period timetable.

3.2. A common curriculum is followed by all students for the first three years; art, computing, dance, drama, English, French (for the more able linguists), geography, history, mathematics, music, personal, social and health education, physical education, religious studies, science and technology and Spanish.

3.3. We allow our students to make guided choices as they go into Year 10 with students taking a range of option subjects which lead to examinations at GCSE. We have developed alternative pathways for students who want a stronger vocational bias or need additional support in basic skills.

3.4. In Years 12 and 13 there are A-Level courses in a whole range of subjects. At present we offer no Level 2 courses in the Sixth Form beyond mathematics and English for those who have yet to gain a 4+ (2017) or 5+ (2018) at GCSE. All Sixth Form students undertake an enrichment period. Sixth Formers also have opportunities to take part in a wide variety of community service projects and sports in addition to their A-Level courses.

3.5. It is intended that each student will follow a curriculum relevant to their own particular needs and level of ability, to ensure that achievements are commensurate with expected progress grades/levels, based on data supplied via the Fischer Family Trust and other sources.

3.6. Students experiencing learning difficulties may be offered a curriculum containing variations which take account of their identified special needs, (for example, withdrawal support at KS3 and numeracy and literacy support at KS4).

3.7. Curriculum enrichment activities are planned into the curriculum in all learning areas, and are offered to discrete groups or whole cohorts, depending upon what is relevant. There may be cross-curricular aspects planned into these.

3.8. PSHE is discretely taught from Y7-10, and embedded within the tutor time activities in all year groups. Religious studies is taught to all students in Y7-9 (as well as being an option subject at GCSE)

4. Monitoring, Evaluation and Review

4.1. The school will monitor the impact of the policy using a range of methods and information including:

- Student progress and end of Key Stage collective outcomes in the context of the curriculum offered
- subject time allocations
- number and type of subjects studied by each student.
- staff comments
- Learning Area self-evaluations.