



Curriculum Policy

Last Review:	Jan 2022
Committee:	CC
Date Ratified:	13/2/2022

Curriculum Intent

The curriculum equips our students with the knowledge and skills to flourish within an increasingly globalised society.

Oldfield School will continue to offer a 3 year KS3 curriculum to all students that is broad and balanced. It will provide students with the foundation of knowledge, and the skills required, to access our KS4 curriculum. Students will also have experienced a wide variety of subjects in order to allow them to make informed choices regarding the courses they will study at KS4.

At KS4 the curriculum on offer will comprise largely of academic subjects. All students will have the opportunity to follow English Baccalaureate subjects¹, but have the choice to study courses that match their individual interests and aptitudes. Alternative education opportunities will be provided to those students for whom there is a particular need.

At KS5 we will provide students with the opportunity to follow academic courses that will provide them with the qualifications, skills and experiences required to access higher education or aspirational pathways.

¹ English Baccalaureate subjects are English (literature and language), mathematics, science, Humanities (geography or history) and a modern foreign language.

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, for them, 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 and enrichment 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 most students for the first three years: art; computing; dance; drama; English; French; geography; history; mathematics; music; personal, social and health education (PSHE); physical education; religious studies; science; technology and Spanish.

The exception is students who have been identified as requiring extra support to develop their reading through the Reading Plus programme. In year 7 this means that they follow a different English curriculum to other students. Those who continue with the Reading Plus programme in years 8 and 9 no longer study a language.

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. There are 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 level 3 courses (predominantly A-levels) in a wide 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+ at GCSE. All Sixth Form students undertake an enrichment period. Sixth Formers also have opportunities to take part in a 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 needs and level of ability, to ensure that achievements are commensurate with expected progress grades/levels, based on data supplied from Reading Plus, CATs² and ALPS³.

3.6. Students with additional learning needs 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). The School has a specialist resource base which supports students with Autistic Spectrum Disorder (ASD). These students are supported to access the mainstream curriculum.

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)

² CATs (Cognitive Abilities Tests) assess the ability to perform a variety of types of reasoning that are not subject specific (Non-verbal, Verbal and Quantitative Reasoning, along with Spatial Ability).

³ ALPS is a data analysis tool that provides predictions of what GCSE and A-level outcomes students might achieve. It uses each student's prior attainment data (KS2 scores, CATs scores, GCSE scores) and a database of national outcomes in exams.

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;
- evaluation of subject time allocations;
- number of subjects studied by each student;
- staff feedback;
- Student voice.