

Policy Title:	Curriculum
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Contact:	Name: Mr C Thomas Title: Vice Principal, Director of Operations Tel No: 01865 774311
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Other relevant TOA policies:	TOA005 – Assessment, Recording and Reporting TOA007 – Attitudes for Learning TOA036 – Special Educational Needs and Disability TOA068 – English as an Additional Language TOA121 – Teaching and Learning
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THE OXFORD ACADEMY

The Oxford Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

We aim to build a community clearly based on a Christian ethos, recognising the integrity and the unique value of each individual and that many people of all faiths and none share and support the beliefs and values of this Christian ethos. We aim to build self-esteem, model conflict resolution and protect the vulnerable. We are committed to justice and compassion. Mutual respect and trust are central within the Academy.

Our vision for The Oxford Academy is based on the following beliefs:

- Education matters in society: the provision of a well ordered, stimulating learning environment is a common right for all our children
- The Academy should articulate social and moral values and respect for others, irrespective of their class, gender, race or religion
- The Academy will promote the highest achievement in youngsters, irrespective of their abilities or self-expectations. Competition and collaboration are both equally important to learning. The aspirations of all our students will be nurtured
- The Academy will celebrate students' achievements and challenge fixed notions of ability. We will value and reward young people's verbal, practical, academic, sporting, artistic and leadership skills
- An effective and flourishing Academy should be "public" rather than "private", explaining to parents what is being taught and how the curriculum is being interpreted. It should be open to praise and constructive feedback in a genuine spirit of partnership
- An effective Academy should work closely with neighbouring schools to improve opportunities for children and young people
- The work of the Academy will be underpinned at all times by its ultimate aim – to improve standards, achievement and the life chances of young people. The Oxford Academy is, first and foremost, a place of high quality learning and teaching for young people aged 11-19

This policy, and its associated procedures and protocols, is based on these key principles.

Curriculum

1. Curriculum Aims

The curriculum should inspire and challenge all learners and prepare them for the future. The Academy's aim is to develop a coherent 11-19 curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers
- have and be able to use high-quality personal, learning and thinking skills (PLTS) and become independent learners
- have and be able to use high-quality functional skills
- be challenged and stretched to achieve their potential
- enjoy and be committed to learning, to 19 and beyond

2. The Curriculum Outcomes

The Oxford Academy's curriculum will:

- lead to qualifications that are of worth for employers and for entry to higher education
- fulfil statutory requirements
- enable students to fulfil their potential
- meet the needs of young people of all abilities at the Academy
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines
- prepare students to make informed and appropriate choices post 16
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills

- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity, and coherence
- ensure continuity and progression within the Academy and between phases of education, increasing students' choice during their Academy career
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- help students to use language and number effectively
- help students develop personal moral values, respect for religious values and tolerance of other races, beliefs and ways of life
- help students understand the world in which they live
- ensure that the curriculum incorporates, and is improved and extended by, the Academy's specialist status
- develop a specific curriculum for year 7 students which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students
- design a Key Stage 4 curriculum which incorporates the diploma offer
- design a post-16 curriculum which provides a "bridging year" between Level 2 and Level 3 qualifications. This will allow students an additional year of study to prepare more thoroughly in order to follow the post-16 courses on offer
- design a post-16 curriculum which is not constricted by the curriculum offer from the Academy alone but incorporates other schools/colleges which may be in partnership with the Academy
- benefit other secondary and primary schools in the area.

3. Roles and responsibilities

3.1 The Principal will ensure that:

- all statutory elements of the curriculum, and those subjects which the Academy chooses to offer, have aims and objectives which reflect the aims of the Academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed

- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve
- the Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the Governing Board is advised on statutory targets in order to make informed decisions

3.2 **The Governing Board will ensure that:**

- it considers the advice of the Principal when approving this Curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- it contributes to decision-making about the curriculum

3.3 **Teachers and Learning Support Staff will:**

- ensure that the Academy curriculum is implemented in accordance with this policy
- keep up to date with developments in their subjects
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students
- share and exchange information about best practice among their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities

3.4 **Students will:**

- be treated as partners in their learning, contributing to the design of the curriculum
- have their individual needs addressed, both within the Academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly
- receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stage 4 and 5

3.5 **Parents and carers will:**

- be consulted about their children's learning and in planning their future education
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- be informed about the curriculum on offer and understand the rationale behind it.

4. **Monitoring, Evaluation and Review**

The Governing Board will receive an annual report from the Principal on:

- the standards reached in each subject compared with national and local benchmarks
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks
- the number of students for whom the curriculum was disapplied and the arrangements which were made

The Governing Board will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

Information about our curriculum can also be found in the Academy Self Evaluation Form (SEF) and Academy Improvement Plan.

Annex 1: Curriculum Document 2010-2011

Teaching Groups, Class Sizes and Grouping by Ability

In Year 7 students are placed in tutor groups of approximately 25 and work in these groups for all subjects other than Maths, English and Literacy where students are grouped by ability to allow for appropriate support and challenge.

In Years 8-11, class sizes average 25 for higher ability students but are considerably smaller for those students for whom more support is required.

The Academy day starts at 8.45am ends at 3.00pm and consists of six 50 minute lessons split by two 30 minute breaks at the end of periods 2 and 4.

Key Stage 3

Year 7

In their first year of Academy life students learn in a distinct area; “a school within the Academy”. This helps staff to develop the students’ skills at an appropriate pace and level. A dedicated team of teachers and specialist staff continue the best practice of the primary phase of education in a “familiar” environment whilst introducing students to the breadth of the secondary curriculum. This has proved to be excellent preparation for continued learning.

Currently, Year 7 students have the following number of periods per subject per fortnight:

Subject	Periods
English	8
Maths	8
Literacy (SRA programme)	8
Topic (Personal Learning and Thinking Skills)	14
Physical Education	8
Science	4
Art	2
Drama	1
Technology	1.5
ICT	1.5
Music	2
French	2
Total Periods per fortnight	60

Years 8 & 9

The curriculum for Year 8 & 9 students includes additional academic subjects which build on the skills developed in Year 7. It also sees the introduction of Wellbeing and Citizenship

lessons which serve to provide the students with personal, social, moral, citizenship and health education.

Currently, Year 8 and 9 students have the following number of periods per subject per fortnight:

Subject	Year 8	Year 9
English	9	8
Maths	8	8
Science	8	8
Communication	5	4
Physical Education	6	6
History	3	4
Art	2	2
Drama	1	2
Technology	4	4
ICT	2	2
Music	2	2
Geography	3	4
RE	3	2
Citizenship	2	2
Wellbeing	2	2
Total Periods per fortnight	60	60

Key Stage 4

Years 10 & 11

In Key Stage 4, students are guided in their choice of up to four optional subjects to complement the seven compulsory core subjects. The choices on offer include a broad range of both academic and vocational courses. Students are also offered courses taught by an alternative provider.

Currently, Year 10 and 11 students have the following number of periods per subject per fortnight:

Subject	Year 10	Year 11
English	8	9
Maths	8	8
Science	8	8
Physical Education	4	4
ICT	4	3
RE	2	2
Citizenship	2	2
OPTIONS A-D	6 per option	6 per option
Total Periods per fortnight	60	60

The Sixth Form

Years 12 & 13

The Academy offers an expanding post-16 provision providing a range of academic and vocational qualifications such as A-Levels, AS-Levels, BTEC and GNVQ. Every effort will be made to offer subjects in which students demonstrate particular interest as well as those that are enhanced by our specialist facilities.

The range of courses on offer is broader thanks to the Academy's involvement with the Oxford City Consortium and it strives to ensure that all students wishing to continue to study post-16 courses are able to choose the subjects they want.