



**OAKLANDS CATHOLIC SCHOOL**

**AND**

**SIXTH FORM COLLEGE**

**With delegated responsibility from the Academy Trust  
in Havant**

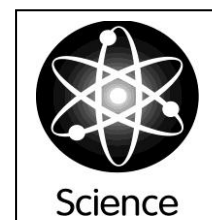
**CURRICULUM POLICY**

<b>APPROVED BY GOVERNORS</b>	<b>19 OCTOBER 2011</b>
<b>REVISION DUE</b>	<b>OCTOBER 2012</b>
<b>MEMBER OF STAFF RESPONSIBLE</b>	<b>DEPUTY HEAD TEACHER</b>
<b>STATUTORY / NON-STATUTORY</b>	<b>STATUTORY</b>



Community

Unity



Opportunity

## Curriculum Policy

At Oaklands we value learning in all of its senses. We work to ensure that all life experiences are opportunities for everyone to grow as an individual.

The Curriculum and its development are driven by the Governors' strategy for the School:

“A community inspiring its students to engage in their own learning, celebrate their diversity and launch them to the next stage of their journey with confidence in their potential.

1. To prepare our students for the challenges and opportunities for a future not yet known.
2. To develop a responsive curriculum.
3. To create an environment where students are motivated to learn independently.
4. To have a school where it is cool to learn.
5. To engage the strengths of a rich subject curriculum and a great staff to find new connections to enhance the learning experience.
6. To be alive to the opportunities across all learning to develop skills of collaborative working, team work and ability to articulate ideas.
7. All students motivated to make the best progress they can“

In order to contribute towards the aims of the Mission statement, the curriculum at Oaklands is designed to provide a broad and balanced education for students where all are given the opportunity to study a wide range of subjects so that students are able to fulfill their potential in the service of Christ.

The Education Reform Act 1988, and subsequent legislation, places a statutory duty on the School to ensure that students follow the National Curriculum. We do not believe that the National Curriculum represents the whole of the curriculum available to each student.

R.E. is at the heart of our curriculum; in recognition of this it has an entitlement of 10% of curriculum time at KS4. All students at KS5 study RE as it supports the spiritual and moral development of all our students. Across all key stages, students have the opportunity to participate in Days of Reflection, Retreats and many other spiritual activities which enhance and enrich the formal RE curriculum. To ensure a breadth of subjects, students have an entitlement to be offered a range of subjects.

The informal and hidden curriculum plays a significant part in the development of students and contributes to meeting the Every Child Matters Agenda and the Children's plan. This curriculum policy statement includes areas of knowledge and understanding which are also covered by other Practices and Policies for example, Religious Education, Sex and relationships Education and Special Needs. These are all reviewed regularly.

### Aims of the Curriculum

- To provide equality of opportunity and ensure the school provides a curriculum that can be accessed regardless of ability, gender, race, religion, and where practicably possible disability.
- To ensure that all students will enjoy and experience success, at a variety of award levels, and that achievement will be recognised, recorded and celebrated.

- To provide a balance between the acquisition of knowledge and the development of skills, Christian attitudes and Gospel values which will enable students to become responsible members of the community.
- In addition to developing knowledge the curriculum will develop the skills and competences so that students
  - have the skills for learning
  - the ability to manage relationships and situations well
  - can contribute positively to society
- To develop students as independent thinkers able to take responsibility for their own learning and journey in faith.
- To involve parents, parishes and local organisations in the learning experiences of our students and in the development of our wider school community.
- To ensure that meaningful, learning experiences, which fall outside the specific taught curriculum, are also recognised and utilised to the full.
- To develop appropriate teaching and learning styles in order to ensure effective delivery of the curriculum.
- To develop competence and skills is the most effective way to develop crucial skills for life. The emphasis is therefore on building skills and capabilities in addition to building knowledge. These include:
- To recognise the central role of the tutor, the Head of Year and pastoral structure within the learning process and to ensure that pastoral and curriculum development are combined effectively to support access to the curriculum for all students.

To meet these aims the School recognises that all students are entitled to a curriculum, which is characterised, by breadth, balance, coherence, relevance, differentiation, personalisation and progression, bearing in mind the reasonable adjustments that can be made within the constraints of funding, staffing etc.

### **Breadth**

A broad curriculum will bring students into contact with the elements of learning, knowledge, concepts, skills and attitudes and areas of learning experience including aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological. The primary method of delivery for this is through subject areas. The school recognises the part that the informal and extended curriculum has to play in these areas.

### **Balance**

A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

### **Coherence**

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience so that these do not appear as discreet and unconnected, but as contributing to overall progress and achievement.

### **Relevance**

A relevant curriculum will link schoolwork to students' own experiences and make plain the application of what is learned to adult life. Students will be enabled to develop skills to cope with challenge and to develop resilience.

## **Differentiation**

A differentiated curriculum will be carefully matched to students' developing abilities, aptitudes and individual needs through whole class teaching, grouping in a class and work set for individuals. To aid differentiation, students are set according to ability in all core and most foundation subjects at KS3 and KS4.

The school recognises that it is appropriate for students to follow a different curriculum, particularly at KS4 in order to meet their individual needs. The school places particular emphasis on offering high quality and diverse opportunities for students to study vocational courses with various providers. At KS5, where practicable, the school provides additional opportunity through partnerships with other providers.

## **Personalised**

A personalised curriculum will endeavour to tune individual provision to individual need. The governors recognise the complexity of this and understand the draw a personalised curriculum has on resources if individual needs are to be met. However, in meeting this challenge the school uses personalised learning practices, these include:

- Assessment for learning, formative assessment in effect, setting targets and identifying what students need to do to get there.
- Using a range of teaching techniques including ICT and greater curriculum choice with specialism.
- Organising the school day and resources to best match learning needs, within the operational limits of the school.
- Building in links and support from outside the classroom, from parents, employers and the wider community.

It is not the schools' policy to move students out of their chronological year group as a method of personalising learning. However the governors accept that there are occasionally exceptional circumstances where a student may have to be educated out of year.

Provision for Gifted and Talented students is guided by the school Gifted and Talented policy. As a rule the school will look for additional opportunities and differentiated work to personalise the curriculum for gifted students. This provision for Gifted and talented students may provide access for some students to work alongside students from other years.

## **Use of Technology**

We aim to reinforce students' awareness of the centrality of modern technology to their world and to the learning process. In particular we aim to develop the use of ICT as an essential tool for communication and personal development.

## **Teaching and Learning**

We place great emphasis upon the notion that teaching and learning processes are as significant as curriculum content in determining pupil progress and achievement. To this end we seek to develop shared experience, between teachers and students. We encourage teachers to review their teaching methodology and monitor approaches through classroom observation, CPD and professional review meetings. We also recognise the importance of shared experience between students themselves and that

teachers can learn from students. We value non-formal learning situations as a distinctive aspect of the ethos of the school.

### **Entitlement**

Students are entitled to receive a curriculum, which prepares them for adult life by reflecting the needs of society which is broad and balanced and which provides learning experiences in all of the key areas. R.E. is at the heart of our curriculum; in recognition of this it has an entitlement of approximately 10% of curriculum time at KS3 and KS4. All students at KS5 study RE as it supports the spiritual and moral development of all our students. To ensure a breadth of subjects students have an entitlement to be offered a range of subjects.

### **14-19 curriculum**

As part of the 14-19 curriculum, students can choose from a number of vocational diplomas offered by Havant Federation or in partnership with other providers. At KS5 the school offers a comprehensive range of A level subjects. The Governors believe that it is important that students select subjects where they can achieve. To this end the school may set a level of competence at Keystage 4 to enter a Keystage 5 course.

### **Curriculum Deployment**

Subject delivery and the organisation of students within classes is the responsibility of Heads of Departments, subject teachers and the Curriculum Deputy . Students are taught some subjects, eg PE and PDC in mixed ability groups. In year 7 students are placed in broad ability teaching groups. However, in mathematics there is some banding that starts in the Spring Term. In Years 8 and 9 students are set by ability in English, Maths and French. They are taught in mixed ability across most other subjects. In Science there is some banding across groups in year 8, students are set according to ability in year 9. In RE there is some banding in Year 9. In Years 10 and 11 students are set according to ability whenever possible. To determine a student's position in a group performance data is used, this includes:

- Use of prior attainment data
- CATS data ( and SATS if available)
- FFT predictions
- School generated assessment data
- Qualitative information from subject teachers
- Qualitative data from pastoral teams

Where year groups are taught as half a cohorts, for example all Yr10 English students, the Head of Department has the flexibility to move students between teaching groups.

### **Extra Curricular Activities**

These are many and varied and form an important part of our curriculum offering. Activities include: Retreats, Sport, Theatre/Museum/Art Gallery visits, trips abroad and in this country, Activity Days and outside speakers/visitors. The challenge week experience is a valuable part of the offer to students

### **Careers and Enterprise Curriculum**

The Careers and Enterprise curriculum aims to prepare pupils for the world of work, providing our students with the knowledge and understanding, creativity and confidence to be able to make a difference in their own lives and those of others.

### **Challenge Week**

This takes place each year in June and is an opportunity for pupils in years 7 to 9 to experience, and benefit from, deep learning events. Each year group has a theme for the week and will explore this from a diverse range of curriculum angles. No child will be excluded from taking part in such activities as a result of financial hardship. Applications for financial assistance are treated individually in line with the school's charging and remissions policy.

### **Special Educational Needs**

The School has a Special Educational Needs Policy for statemented and non-statemented pupils

### **Gifted and Talented**

The School has a Gifted and Talented Policy for gifted and talented pupils.

### **The Timetable**

The timetable is organised to facilitate effective delivery of the Curriculum. Regular discussions take place at SLT and Line Management Meetings to ensure current and future developments are taken into account in preparation for the September Timetable. See Table 1 for detailed lesson breakdown by year group. See Table 2 for the options subjects available to pupils at KS4 and KS5.

### **Evaluation**

Evaluation of the Curriculum will be measured against a range of indicators. For example,  
Whole School Indicators (Examination Results, Admissions)  
LA School Categorisation Meetings,  
Ofsted/HMI inspections,  
Enrolment in post 16 phase,  
Annual Departmental Reviews  
Surveys of parents and pupils  
Equality and Diversity Legislation

**Table 1 Curriculum Breakdown by Year Group**

Figures relate to number of teaching periods per fortnight

YEAR	RE	English	Maths	Science	Tech	French	History	Geography	Art	Drama	Music	IT	PDC	PE	Games
7	4	6	6	5	4	4	4	4	2	1	2	2	2	2	2
8	4	6	6	5	4	5	3	4	2	1	2	2	2	2	2
9	4	6	6	6	3	5	4	3	2	1 (Drama or Spanish)	2	2	2	2	2
	RE	English	Maths	Science	History or Geog	French	PDC	PE	Option X	Option Y					
10	5	6	6	9	5	5	2	2	5	5					
11	5	6	6	9	5	5	2	2	5	5					
	Option A	Option B	Option C	Option D	Option E	General Studies	PRE Course	Tutorial							
12*	8	8	8	8	8	2	2	2							
13**	9	9	9	9	9	2	2	0							

\*Y12 - Students typically study in 4 of the 5 option blocks. They all take General Studies, PRE Course and Tutorial

\*\*Y13 – Students typically study in 3 of the option blocks. They all take General Studies and PRE Course.

Table 2: Options

KS4	KS5
Business Studies	Religious Studies
Triple Science	Business Studies
Child Development	Biology
Design and Technology: Resistant Materials	Chemistry
Design and Technology: Product Design	Design and Technology : Product Design
Design and Technology: Food Technology	Physics
Design and Technology: Textiles	History
Design and Technology: Electronics	Geography
History	Theatre Studies
Geography	Music
Drama ( plus BTEC Acting)	ICT
Music (plus BTEC Performing)	Spanish
ICT	French
Media Studies	English Language
Art	English Language and Literature
PE	English Literature
Spanish	Media Studies
Horticulture	Art ( Fine or Photography)
Dance	PE
	Psychology
	Sociology
	Law
	Health and Social Care
	Mathematics
	Further Mathematics
	Economics