



Orsett Heath Academy



SOUTH WEST ESSEX
COMMUNITY EDUCATION TRUST

Policy Name	Curriculum Policy
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Document Status	Live
Superseded Version	September 2022
Date Approved	July 2023
To be Reviewed by	July 2024 <i>or following any concerns and/or updates to national/local guidance or procedures</i>

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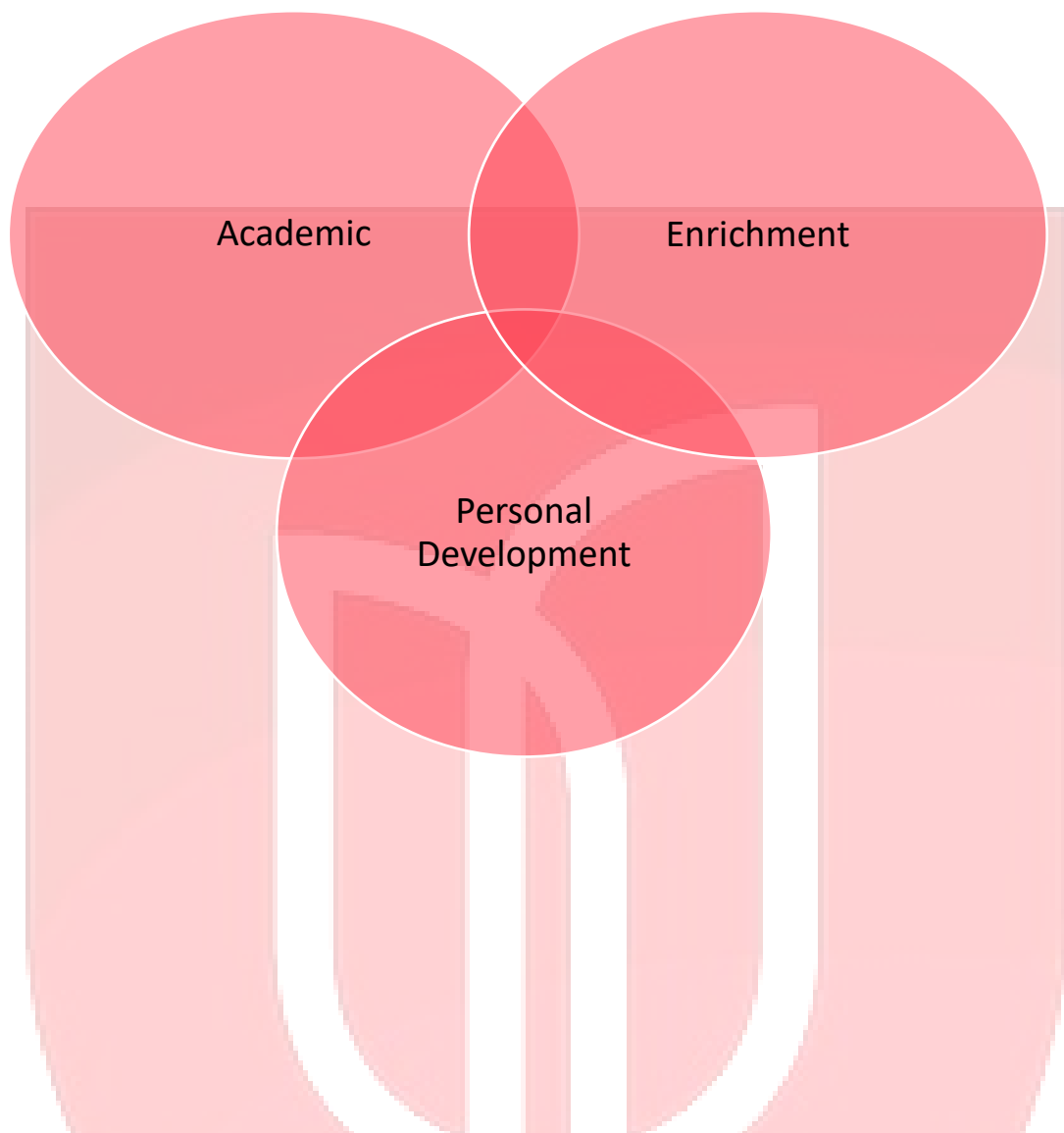
1. Vision

At Orsett Heath Academy, we are focused on providing a broad range of learning experiences that enable all students to be highly successful learners and individuals. We are intent on ensuring an ambitious, coherent curriculum is delivered through excellent teaching. Our curriculum facilitates the growth of powerful knowledge necessary for our students to succeed in their next steps in life; be that in further study, training or employment. Importantly, our ambitious curriculum also provides cultural experiences that will empower our students to become courageous, respectful people who are able to reach their full potential and make a lasting contribution to society.

2. Scope

Orsett Heath Academy defines the curriculum as:

- The body of substantive and disciplinary knowledge and understanding we wish for all pupils to learn and develop
- The learning skills and approaches we wish for all pupils to develop and practice
- Support and adaptations to meet the needs of all learners
- The enrichment opportunities provided across the school such as trips, visits and clubs
- The personal development learning journey including PSHE, RSHE, SMSC and British Values
- The plans for learning and teaching including interventions, revision, and catch-up activities such as use of the National Tutoring Programme



3. Purpose, principles, and ethos

Key Purpose:

The purpose of our curriculum is to transform the lives of each of our pupils for them to be the best learners and people they can be:

- The curriculum will help to eradicate social inequality and maximise social mobility by prioritising powerful knowledge
- We aim to reduce educational disadvantage for our most vulnerable and disadvantaged pupils including pupils with SEND
- All pupils will gain a range of experiences which will develop their cultural capital

- The curriculum will ensure all pupils will secure high quality qualifications to be best prepared for their future education, employment, and training
- Pupils will be able to take advantage of future regional, national, and international opportunities as Thurrock and the Thames estuary locality develops
- The curriculum will reinforce British Values
- Pupils will develop effective skills of literacy, oracy, and numeracy
- All pupils gain both a depth and breadth of knowledge
- All pupils will become independent thinkers who can make well-informed decisions
- All pupils will understand how to manage their own physical and mental health and well-being
- For all pupils to be global citizens and understand the importance of sustainability in the modern world
- Pupils to have a developed spiritual, moral, social, and cultural compass
- To provide pupils with opportunities to be an active contributor to team, leadership, and group activities

Key Principles:

- The school has a culture of respect and courtesy for all others
- The school has a culture of tolerance and understanding of different points of view
- All pupils can actively participate in our local and global communities
- Pupils are encouraged to celebrate ambition
- Pupils understand how to keep themselves safe and behave responsibly
- All pupils must study an appropriate curriculum which is wide-ranging, balanced, and rigorous
- The curriculum must be developed on effective understanding of the previous and next key stage
- The rigour of the curriculum must be engaging and rewarding for all
- Knowledge is the foundation of all learning and generates further knowledge, so subject specialists with expertise plan and deliver a knowledge-rich curriculum
- Our planning considers core and subject-specific procedural knowledge
- Enrichment activities are a crucial component of learning
- Our curriculum uses the Secondary National Curriculum as its basis and seeks to further develop pupil knowledge from this starting point

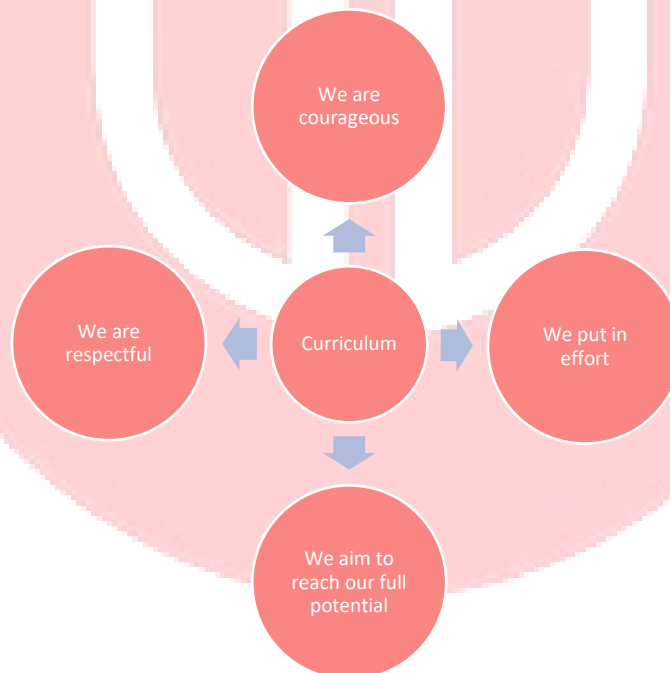
Implementation ethos:

- All pupils will learn the curriculum: no matter their background, respectfully and safely, with increasing independence, with effective communication and with enjoyment and enthusiasm
- We believe that teaching and learning is the method by which the teachers facilitate students' understanding of the curriculum. We think that many of the best practices in

teaching are represented by Rosenshine's Principles, as outlined in the core and expert habits explained in our [Teaching, Learning and Professional Development Reference Guide](#):

- Daily review
- New material in small steps
- Ask questions to lots of students
- Provide models
- Check students' understanding
- Guide students in implementing ideas
- Ensure students obtain high success rate
- Provide scaffolds for difficult tasks
- Independent practice
- Monthly and weekly reviews

Our essentials in terms of teacher planning, delivery, management, and assessment of learning are contained in our [OHA Consistency Guide](#).



4. How our values and curriculum are shaping our pupils

Courage

We aim to be brave, take risks and try to tackle our challenges in the best ways we can to achieve success.

- Our Personal Development journey provides a route of high expectations and challenges for students to tackle as they progress with us.
- Our Creative Curriculum provides numerous opportunities to engage with an enriched experience and see the world in new ways.
- Our PSHE curriculum time helps us to set SMART goals and reflect on our progress and learning to ensure we achieve the very best we can.
- Opportunities for peer mentoring are high, organised by the Student Leadership groups.

Effort

We aim to put high levels of effort in to all our work and wider school life to succeed to our full potential.

- Our expectations are consistently high.
- We set challenging academic targets, using KS2 and CAT4 data, for our pupils to achieve their full potential.
- Our rigorous QA process helps to ensure that these high expectations are consistently applied
- Attendance and punctuality expectations of pupils are high.
- Homework expectations of pupils are rigorous.
- Our OHA Consistency Guide ensures staff know what good learning looks like at OHA, and helps us to have a culture of continuous improvement.
- Curriculum review is ongoing and we see staff CPD as critical to the ongoing success of our curriculum in planning, delivery and assessment.

Potential

We aim to reach our full potential by working hard, always trying our best and taking advantage of new opportunities.

- We have an ambitious, broad and balanced curriculum that allows pupils to reach their full potential.
- Our careers journey, CV writing and mock-interview day ensure pupils are prepared for the world of work.
- Our contextualised safeguarding assemblies are prepared and consider different challenges that we might experience.
- Our Personal Development Journey and curriculums teach resilience and social responsibility to our pupils.
- Our collaboration with other Trust schools and external agencies such as the Royal Opera House ensure our pupils are given enrichment opportunities.

- Activities such as the Duke of Edinburgh expeditions develop our resourcefulness and team approach.

Respect

We aim to respect each other, staff, the school and the wider community to make sure everyone feels welcomed.

- Constantly emphasising belonging and collaboration for 'our' OHA
- Curriculum and teaching emphasising a celebration of diversity and empathy
- Student Leadership offering leadership opportunities for a range of pupils and collaboration with staff
- Disciplined behaviour management ensures all pupils and staff collaborate effectively to ensure all pupils are respected and that time is used effectively to maximise progress.
- Personal Development Journey and curriculums provide numerous opportunities to develop knowledge and understanding of different people and communities emphasising equality.

5. Curriculum Leadership

The Senior Leadership Team leads strategic and operational development of the curriculum. The three dimensions of the curriculum, academic, personal development and enrichment are characterised by several key elements:

- Clear long-, medium-, and short-term plans which outline pupil learning and progress
- These plans specify the substantive and disciplinary knowledge required by pupils to understand the academic discipline they are studying including the enrichment activities, such as trips and fieldwork, used to exemplify the practical application of the discipline
- The plans detail the subject specific and transferable skills and approaches pupils will learn and apply
- The academic and personal development plans detail the methods of assessment used to measure impact on pupil learning as well as clear endpoints
- The enrichment plans outline the wide range of activities which pupil participate in

All Department Leaders are engaging with curriculum focused CPD to explore the latest academic thinking on curriculum development. This CPD is to ensure leaders are outward thinking, have a theoretical appreciation of curriculum design and understand current operational considerations when planning their subject specific curriculum.

All departments have specified CPD time where they focus on the development of subject knowledge:

- Reading groups using academic texts
- Use of subject association materials
- Discussions and training on how to best teach a specific topic

The school and departments are developing subject specific academic libraries, specific training plans for non-specialist teachers and have integrated subject knowledge development into the appraisal cycle.

The academic and personal development curriculum is subject to regular scrutiny and quality assurance by:

- Senior Leadership Team and Curriculum Leaders, who use the OHA Quality Assurance process
- Senior Leadership Team and Curriculum Leader line management meetings
- Termly assessment cycle analysis reviews with Curriculum Leaders
- Quality assurance visits from Trust staff
- The process leads to the production of the whole school Development Plan.

6. Academic Curriculum Model

At **Key Stage Three**, all pupils study the following academic disciplines:

Art & Design
Drama
English
MFL*
Geography
History
Computer Science
Mathematics
Music
Physical Education
PSHE
Religious Education
Science
Catering
Design and Technology

*This is French

Other areas:

- All pupils in Key Stage 3 also engage in Period 6 2.50-3.20pm each Monday to engage with the Elective Curriculum. This enrichment curriculum is available across the two-week timetable and allows pupils to choose three new skills and activities to complete during the academic year. For example; British Sign Language or First Aid, to name two options currently on offer.

Rationale:

These are in place to:

- Utilise and build on the National Curriculum
- Extend pupils’ learning and progress coherently from Key Stage 2
- Provide a broad and balanced educational experience
- Creative Curriculum and PSHE provide whole child development focusing on creativity, cultural experiences and living in the wider world

We evaluate each cohort annually to devise an ambitious and accessible curriculum for pupils. We vary the amount of time awarded to the delivery of each subject accordingly.

At **Key Stage Four**, all pupils study the following academic disciplines:

English
English Literature
Mathematics
Science *
Geography / History
Core Physical Education
Core Religious Education
Computing (non-examined)

*Double Award or as Triple Science – Biology, Chemistry and Physics.

**Core Computing is delivered as part of our enrichment and focus day programme.

In addition to the core subjects, pupils choose options from the following range of GCSE and BTEC subjects:

GCSE	BTEC
Art and Design	Business
Business Studies	Health and Social Care
Computer Science	Music Technology
Design and Technology	Hospitality and Catering
French	Sport
Media Studies	
Physical Education	

Philosophy and Ethics Sociology Triple Science	
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7. Enrichment

Our enrichment provision is a core part of our broad curriculum offer. We aim to offer these extra opportunities through various types of provision delivered by school staff, external providers, and independent clubs — all with a view to increasing the range of experiences that pupils have, enabling them to make informed choices for adult life.

‘Enrichment’ refers to all those activities, which are not timetabled formally into the school day. This would include:

- Duke of Edinburgh Award
- External competitions e.g., Jack Petchey Speak out
- Outreach visits to Primary Schools
- Sports teams and training
- Subject based trips e.g., Paris; geography field trips
- Whole school trips
- After school clubs
- Visiting speakers/groups

Procedure

It is an expectation that every department will contribute to our enrichment provision. A timetable of activities is published half-termly on the school website, advertised on the school screens as well as being shared on Google Classroom. It will be an expectation that all pupils engage with as many enrichment activities as they can. Tutors will play a key role in encouraging pupil participation. Our enrichment activities are promoted and celebrated on our Facebook and Twitter pages.

Safeguarding

Curriculum Leaders and Club leaders must report attendance to the office at each session.

If an after-school club is cancelled, the club leader must plan for parents to be informed via the school office.

Impact

Curriculum Leaders and Club Leaders (whichever is relevant) must analyse attendance at enrichment activities termly and continuously seek to increase engagement.

8. Personal Development

Personal development of pupils is a key component of our curriculum planning and delivery as we seek to facilitate our pupils becoming global citizens with highly sensitive moral compasses. Our teaching focuses on the delivery of an innovative and comprehensive PSHE/RSHE/BV and SMSC spiral curriculum with recurring themes, at appropriate levels, as a pupil progresses through OHA. With each delivery of the theme, the level of demand and knowledge increases and learning is progressively deepened. Pupils will have regular, timetabled lessons for PSHE. There are visits from external agencies and speakers. There are also wider, extra-curricular activities completed during tutor time, which enrich the PSHE and RSHE curriculum.

Review Date	July 2024
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