

The Ormiston Denes Academy

Curriculum Statement

1. Introduction.

The Ormiston Denes Academy is committed to a curriculum that will:

- 1.1 Create a **dynamic learning environment** which is characterised by a strong commitment to the **highest levels of achievement** for all students.
- 1.2 Support an understanding of **environmental, economic and social sustainability**.
- 1.3 **Set high expectations** of students and develops **high aspirations**.
- 1.4 Ensure that every child becomes an empowered learner, able to progress and achieve at a rate that matches his/her **individual needs and abilities** and which is not constricted by Key Stage barriers, age or organisational constructs.
- 1.5 Place a high value on different achievements and outcomes for **individual learners**.
- 1.6 Encourages all students to be **responsible, aspirant, resilient, determined, independent and co-operative**
- 1.7 Promote **community cohesion**, helping every young person to make a positive contribution to their families, community and society.
- 1.8 Advance the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of **society**
- 1.9 Prepare pupils at the school for the **opportunities, responsibilities and experiences** of later life.
- 1.10 Develop the **leadership capacity** of all members of the school.

The Academy will achieve this by:

- 1.11 Innovative developments in **the quality of learning and teaching** which will ensure that, in the longer term, students enjoy a rich and varied school experience including outstanding lessons, an extensive range of extended learning opportunities and an exciting enrichment programme of trips, visits and cultural experiences
 - Strategies for improving the quality of teaching and learning are detailed in Appendix One: Sustaining Rapid Improvement in Learning and Teaching.
- 1.12 Developing **personalised learning pathways** that match the needs and abilities of each child.
- 1.13 Appointing **innovative staff** who have the capacity to be outstanding and who can enthuse and motivate all students.

- 1.14 Creating a **learning community** which will include the staff in high profile **continuous professional development** as an entitlement for all.
- 1.15 Providing a **broad, balanced, extended and enriched curriculum** so that all are catered for and all have opportunities to be engaged and successful.
- 1.16 **Ensuring the co-ordinated development of literacy and numeracy** throughout the whole curriculum which recognises the crucial role they play in raising standards of achievement.
- 1.17** Equipping students with the skills and motivation to be **independent, life-long learners**.
- 1.18 Developing a culture where **success is encouraged and celebrated**.
- 1.19 **Working in collaboration** on curriculum development and delivery with primary schools, other secondary schools, and education and training providers through outreach work and sharing good practice.
- 1.20 Engaging **employers** and other members of the local community such that the **curriculum relates closely to real life work** and that it is **responsive to local and global needs**.
- 1.21 Encouraging students to **learn in a range of different contexts** including a range of work environments.
- 1.22 Setting challenges for students which stimulate their curiosity and promote **problem solving and creative skills**.
- 1.23 Providing opportunities **for enterprise activities and economic education**.
- 1.24 Ensuring that students know how to **stay safe and healthy**.

2. Organisation of the Curriculum.

- 2.2 The Academy will operate a revised pattern of day, with
 - **Three 95-minute lessons**, each with opportunities for deep learning and independent opportunities
 - **Skills for Learning** sessions running for 30 minutes each day, developing core literacy and numeracy skills alongside a range of additional academic studies delivered within mixed age (vertical) tutor groups including a 'learning to learn' programme and elements of Citizenship, PSHEE and Careers education and guidance that will complement our collapsed timetable days
 - Fortnightly **curriculum enrichment** sessions, providing a range of vocational, leisure, sporting and personal interest opportunities for all pupils led by staff and incorporating a wide range of community based providers.
 - A two-year key stage three and a three-year key stage four
 - PSHEE, CEIAG and Citizenship will be delivered through a number of high-impact one-day workshops in each year, enabling our provision to exploit the services of a range of external providers in the delivery of our programme.
- 2.3 An **extended after-school provision** that will further support personalised learning. Facilities will be available for independent extended learning and there will be opportunities to work with leading professionals and adults other than teachers.

- 2.4 Every child will have an **Individualised Learning and Care Plan (ILCP)** which will be reviewed regularly. This plan will take in to consideration the child's baseline attainment data, predictor testing data for potential and targets for attainment. It will also include non-academic targets such as attendance and provide the basis for negotiated progression, particularly at transitional stages.
- 2.5 All students will have **a tutor who will review the ILCP regularly** with them to ensure that each child's progress is monitored and secured.
- 2.6 An accelerated support programme will provide timetabled and structured support in a designated **success centre** for any student who, for a variety of reasons, is in danger of becoming disengaged or who faces specific barriers to learning. This facility will meet individual need and will include pro-active work on areas such as bereavement, anger management and social skills as well as providing one to one mentoring and support for progress. The principle aim of our success centre will be to re-integrate, re-engage and enable students to fully participate within a mainstream environment
- 2.7 We will take a pro-active attitude to removing barriers to learning. We will co-ordinate specific literacy, numeracy, SEN (including referral for assessment and identification), nurture, behaviour and other specialist provision including progression to Local Authority referrals via CAFs and TACs. We will also review the effectiveness of provision for an individual such that it is able to form an exit plan that will specify any on-going, long-term provision that might be required to secure long-term success.
- 2.8 The timetable and **organisation of teaching groups** will be designed in such a way as to ensure that any difficulty experienced in one subject by a student does not predetermine his/her performance or opportunities in other subject areas.
- 2.9** The Academy's emphasis on personalised learning will ensure that **the needs of all students will be met.**
- 2.10** There will be a strong emphasis on meeting the needs of the **Gifted and talented.**
- 2.11 **Those students with Special Educational Needs will be supported** by a dedicated team of specialists. All our teachers will receive continuous professional development and training in SEN and specific learning difficulties to ensure that they remain the principal provider of education for all the pupils in their classes. For students who require specific additional support for learning, this will be provided by specialist intervention teachers, teaching assistants, learning support assistants and mentors each of whom will work closely with staff from outside agencies as required.
- 2.12 A range of ICT tools will be used to enhance learning and widen access. These **technologies will be organised so that they are an integral part of the learning environment.** The use of ICT will be a common feature of our learning and will be specifically referenced within our Schemes of Learning.

- 2.13 The Academy will provide a range of learning experiences in each Key Stage for every child that are in addition to the main curriculum provision for which we will provide an **enrichment pledge** which will form part of each learner's entitlement. These learning opportunities will take the form of residential experiences, cultural visits, science and health workshops and visits, performance workshops, work experience and other activities which enhance learning socially and academically.
- 2.14 A dedicated **pathways provision** will be provided for students who have specific challenges and needs, especially social interactions that make it difficult for them to engage with a full time traditional curriculum.

3. Development of Literacy and Numeracy.

- 3.1 Literacy and numeracy will **permeate** all aspects of the Academy's curriculum and school life, progress in literacy and numeracy will act as the catalyst for raised achievement and personal development.
- 3.2 Literacy and numeracy will be emphasised through a variety of strategies such as:
- A range of **enrichment activities** on- and off-site to exploit student interest in reading, speaking, listening, writing and the development of numeracy skills.
 - Flexible curriculum arrangements to facilitate additional **events** that promote literacy and numeracy, such as National Poetry Day.
- 3.3 English and maths departments will develop into outward facing **centres of excellence** which raise achievement and aspiration through:
- Working with a range of partners to enhance provision and extend opportunities for learning, particularly for **gifted and talented students**.
 - Working with local **H.E. providers** to provide **Initial Teacher Education** placements, as well as contributing to **action research** projects to enhance learning and teaching.
 - **Partnerships and outreach work** with local schools, partner primaries and other providers of education and training which emphasise parent/carer participation, performance and community collaboration.
 - Development of student learning leaders, **Subject Ambassadors**
 - All maths and English teachers will contribute to the development of **transformational learning strategies** through such activities as action research and sharing their best practice.

4. Key Stage Three

- 4.1 The curriculum will also recognise that some students find the transition from one key stage to another difficult and support for transition will therefore be provided at each stage.
- 4.2 There will be an **integrated Transitions Curriculum between years 6 and 7** which will be based on and developed through a close partnership with partner primary schools and parents.

- 4.3 The Transitions Core curriculum will have a strong emphasis on literacy and numeracy and Information Advice and Guidance (IAG) will build on primary curriculum projects.**
- 4.4 **The Academy's curriculum will encompass The National Curriculum,** including Religious Education, Citizenship and a PSHEE (Personal, Social, Health, Economic understanding and Enterprise) programme which will include financial management and economic understanding. Employer and community links, as well as project based learning will provide greater relevance to learning and greater engagement for learners.
- 4.5 Opportunities to engage in **enterprise** activities will be built into the curriculum.
- 4.6 **Nurture** groups will be provided as part of a personalised provision for students who require our unique, preventative resource. Nurture groups will be provided for students that show signs of emotional, stress and/or low level behavioural difficulties with the aim of enabling full participation in all aspects of school and life in general.
- 4.7 The Academy will develop a **Learning Community** in collaboration with its partner primary schools which will secure this transitional curriculum, and benefit all concerned significantly, particularly in the dissemination of good practice in the science.

5. Key Stages 4

- 5.1 **CEIAG will be central to the key Stage 4 curriculum** to ensure that students are **college and career ready** and will prepare learners to stay in EET until 18+ and beyond.
- 5.2 The curriculum policy of **personalised pathways will continue 13–16**, with students following courses at the level which best suits their aptitude and ability.
- 5.3 Partnerships with other providers and local universities will develop quality **academic, vocational and work related pathways 13-16.**
- 5.4 All students will follow a core in Key Stage 4 of English, mathematics, science, PE and an integrated PSHEE and citizenship education programme.**
- 5.5 A range of other G.C.S.E and other level 1 and 2 courses will be on offer as options.
- 5.6 Where appropriate, Academy **students will access courses off site** to extend their range of opportunities and will be engaged in work related learning.

- 5.7 An emphasis will be placed on ensuring that all 14–16 students continue to **develop their study skills, wider key skills and core skills** as a firm foundation for achievement in their particular pathways.
- 5.8 The Academy will work with **Post 16 providers** to ensure that all students are following appropriate pathways. Post-16 transition will be a key element of our commitment to students and our local community.
- 5.9 An extensive range of **intervention strategies** will be systematically employed and rigorously monitored to ensure that individual students do not fall behind and are able to achieve their targets. This programme will be based on underachievement identified in the regular academic reviews.

6. Community and Extended Learning.

- 6.1 **Learning and the support for learning do not sit simply within the traditional school day.**
- 6.2 **Parental/carer involvement in each child’s education will be a strong focus** e.g. through the Individual Learning and Care Plans and their review.
- 6.3 **Family activities and learning programmes** alongside the use of local positive role models, and the involvement of community mentors will encourage all students to appreciate that education and responsible citizenship have value and that **learning is for life.**
- 6.4 **Digital and ICT related learning** will enhance learning for students and the community.
- 6.5 The development of **extended study provision on site** for students who do not have the facilities at home to undertake course and home work will encourage more engagement and foster independent study skills.
- 6.6 The development of partnerships with other education and training providers both locally, regionally and nationally will enhance the learning opportunities of all students by allowing them **access to facilities, expertise and experiences beyond the norm and will increase self-confidence and self-esteem.** E.g. A range of activities available at levels 1 and 2 through ICT technologies, visits and conferences with other Ormiston Academies.
- 6.7 Opportunities will be developed for students **to work alongside lead professionals** other than teachers in a range of settings.
- 6.8 An extensive and effective structure will provide continuing advice and guidance to students at all stages to help them **develop their career aspirations and identify the employability skills they will need.**
- 6.9 In recognition of the fact that **‘it takes a community to raise a child’** we will provide a high quality Family and Adult learning programme to support families learning together.

7. S.E.N, Inclusion and Removing the Barriers to Learning.

- 7.1 **A PSHEE education curriculum will give all students the knowledge, skills, understanding and values that they need to develop** personally, socially and morally, spiritually, economically and culturally. It will promote emotional and social literacy.
- 7.2 **Dedicated staff will support attendance and punctuality**, within structures which will respond quickly and effectively to absence e.g. first day 'calling' of absentees, mentors.
- 7.3 **Off-site and distance learning provision** using ICT and dedicated professionals will be developed to support reintegration and individual circumstances e.g. children with health difficulties.
- 7.4 The use of extended learning opportunities to facilitate families learning together will develop an appreciation of the **value of school attendance**.
- 7.5 **A Positive Behaviour For Learning Policy** will be developed that is based on positive teaching strategies and emphasises how good behaviour for learning can be taught. This policy will be well understood and consistently applied by all staff and will be embedded in their delivery of the curriculum at all levels. It will include development of the concept of **restorative justice and encourage mediation**.
- 7.6 **An approach to promoting positive behaviour** in which all academy staff recognise and accept their individual responsibility as role models and that good behaviour is everyone's business will be expected.
- 7.7 The development of **pro-active systems of intervention will ensure exclusion is an exceptional and rare consequence** of inappropriate behaviour.
- 7.8 Effective **behaviour for learning** will be supported by a team of Pastoral Support Officers who will tackle short-term issues and provide effective remedial support that maintains progress during any period of isolation alongside the provision of counselling and support services. Students exhibiting more complex behavioural issues, and those who are frequently removed from class, will be referred to an internal exclusion facility to ensure they continue to learn, without disrupting the learning opportunities of others.
- 7.9 The Academy will also provide pathway **support for other vulnerable students** in the form of Nurture, mentoring, appropriate curriculum packages, referral to off-site learning providers and agencies and in house courses
- 7.10 All Academy policies will reflect on an emphasis on **promoting and securing good mental health and a stress free environment**.
- 7.11 **Students with learning difficulties will be supported** by a range of literacy and numeracy interventions, and personalised provision that might include where necessary; referral to outside agencies, allocation of a Learning Assistant, appropriate curriculum packages, academic mentoring, small group work and planned enhancements targeted at specific needs such as one to one tuition. The Academy will work closely at all times with other services.
- 7.12 **A planned programme of curriculum enhancements will be provided for gifted and talented students** which will provide challenge and rigour to match their individual needs. Appropriately planned lessons, with differentiated approaches, will also support students who are gifted or talented in specific areas.
- 7.13 **The Academy will play particular attention to the needs of Looked after Children** and the progress will be monitored and supported where necessary. The academy will ensure that Pupil Premium funding will be used to support the

educational needs of disadvantaged students.

- 7.14 The Academy will ensure that the building allows for the **proper safeguarding precautions** to be operated, particularly in respect of the extended services provision.

8. The Development of Student Leadership.

- 8.1 In order to further develop the confidence and ability of all students to participate in the 'student voice' activities on offer, the Academy will **ensure the development of skills and attributes that are fundamental to the process by:**

- **Encouraging speaking and listening skills**, across the curriculum and in all schemes of work.
- **Developing knowledge and understanding within the PSHEE education** programme and the wider pastoral curriculum.
- **Creating a culture in the Academy in which all students are encouraged to take responsibility for themselves and others** e.g. as peer mentors or 'buddies'; as sports or subject leaders; in group work in lessons; working in teams; working with others within their tutor group.

- 8.2 Building on this foundation, the Academy will enhance the development of student leadership by:

- Ensuring that all **students' comments and feedback are given positive and proactive consideration and encouraging comment**, so that students can feel that they can make a difference.
- **Consulting the student body when changes are to be made** within the Academy.
- **Developing student voice approaches** which will include a student council but also go beyond this into classroom practice.
- **Giving students opportunities to meet and work with leaders** in the community and other role models.
- **Developing creative ways of identifying student representatives** so that all students can feel they can be included.
- **Feeding back to students any actions that have been taken** in response to student voice activities.
- **Ensuring that staff are trained in the ways student voice can be developed and listened to.**

9. Reporting to Parents/Carers.

- 9.1 The Academy believes that **the full involvement of parents/carers** is vital in raising aspirations and achievement. Learners will be involved in the report process. Parents/carers will be supported in their key role in the following ways:

- **There will be an emphasis on informing parents/carers about every child's potential as well as their achievements.** Individual discussions on

student potential will be used to raise expectations and inform future learning plans.

- **All parents/carers will be involved in the creation and review of the ILCPs.**
- **Individual student progress will be reported to parents/carers termly** through academic reports. These reports will identify a child's potential through targets, as well as their present attainment. They will identify strengths, and any specific areas for improvement. Where appropriate, parents/carers will be contacted by subject teachers or form teachers on a more regular basis to discuss academic or social achievements or concerns.
- **There will be a planned programme of information sessions for parents** when they will be given opportunities to find out the details of the child's schemes of work and how they can help, as well as look at career pathways and further study.
- **All parents who are unable to attend parental consultation evenings will be** contacted personally.
- The monitoring of student progress and reporting on it to parents/carers will ensure that **no surprises about either poor performance or exceptional performance will occur.**
- **The provision of an on-line real-time reporting system** that will enable parents/carers to access progress, achievement, attendance and behavioural reports extended by the use of the schools website for communication and consultation activities.

Appendix One: Sustaining Rapid Improvement in Learning and Teaching.

- 1 The Academy will deliver the curriculum outlined above through excellent standards of learning and teaching, subject knowledge, skills and understanding, which will be ensured primarily through a vigorous programme of continuous professional development and by the following:
 - Approaches to learning and teaching that will bring about the highest level of knowledge, skills and understanding for learners within subjects.
 - The use of inspirational resources, especially a wide range of technologies, to support innovative teaching and motivate students.
 - The development of high quality planning for learning, including collaborative planning, which emphasises the main characteristics of the Academy's curriculum commitment i.e. literacy, numeracy and key skills across the curriculum, individualised learning, personalised pathways to success, thematic delivery and Inclusion using appropriate facilities and technologies.
 - A common and consistently used framework for lesson planning which ensures that all lessons meet the criteria for good or outstanding delivery.
 - The development of language for learning, shared by learners and staff.
 - The creation of teams of staff who plan and develop the curriculum together on a regular and frequent basis, with time built in to the Academy's organisational structure to allow for the teams to work effectively.
 - The development of all UPS staff so that they are able to actively contribute to the work of the school as Lead Teacher who act as catalysts for learning innovation and share their own skills and expertise with colleagues.
 - A common written and verbal feedback policy which, together with consistent whole school assessment for learning strategies, supports and guides students in making progress. Students will know at all times at what level they are working, what their target is and what they need to do to improve.
 - The development in all lessons of higher level, 'open' style questioning which provides rigour and challenges students' thinking by probing their answers and encouraging higher order thinking skills.
 - Rigorous application of a range of data across all subject areas to inform lesson planning and provide differentiated activities and resources.
 - The use of data to track student progress on an individual basis so that all learners make good progress.

- The use of co-operative learning approaches across the Academy.
- The regular sharing of assessment data with students and parents/carers so that they are able to enter into partnership with the Academy in the process of improvement.
- The use of a range of different forms of assessment and a choice of evidence to be assessed, including self-assessment and peer-assessment.
- The creation of a culture of continuous professional development in which staff use sustained programmes of lesson observation to provide on-going advice and training;
- The development of an understanding of learning, so that all teachers cater for a range of different ways of learning and students are encouraged to learn in different ways and in a range of contexts.
- The development of opportunities for students to transfer knowledge and core skills across subject boundaries and to develop an understanding of learning to learn.
- The creation of a whole school culture of personalised and independent learning through the structured development of Behaviours for Learning, supported e-learning, teacher mentoring and mentoring from trained external mentors.
- The development of extended learning both on site and at home which is relevant, enjoyable and engaging and which encourages life-long learning.
- The pursuit of a highly educated work force, in which everyone is qualified for their role, through energetic and imaginative recruitment and retention, staff development and the vision to share good practice both within the school and in a wider context.
- A robust Performance Management process which leads to continuous improvements in learning and teaching which are underpinned by a commitment to classroom based action research.
- A commitment to ensuring that staff are given the time and resources to plan and research classroom practice.