



The
Ongar
Academy

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Curriculum Policy

Enquiries & comments

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INTRODUCTION

The Ongar 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.

Our aim is to meet the needs of students in the Ongar area and prepare them for adult and working life in the 21st Century.

The educational vision and curriculum design for The Ongar Academy recognises that:

- The world is changing rapidly and the pace of change requires flexibility.
- Students have, and will increasingly have, greater access to information and learning material independently of school.
- Adulthood entails economic participation.
- Curriculum planning will require constant review and evaluation to ensure it fully meets the needs of all our students.
- Curriculum delivery should involve the use of adults other than teachers where appropriate. These could include support staff, graduates, artists, sports coaches and people from industry and business.

The Ongar Academy aims to:

- Have the students at heart, putting their interests above the institution.
- Have a broad and balanced curriculum that is fit for purpose; offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- First ensure students achieve and then exceed national standards.
- Be committed to inspiring excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Work with the local primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Be a learning environment that is, above all else, inspiring.
- Encourage all stakeholders to aspire to greatness.

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 curriculum that builds on students' experiences in the primary phase and helps all students to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should:

- Enable students to achieve high standards and make outstanding/good progress.
- Enable those in vulnerable groups and not achieving age-related expectations to diminish the difference and catch up with their peers.

- Enable students to possess and be able to apply high quality PLTS (personal, learning and thinking skills) and become independent learners.
- Enable students to possess and be able to use high level functional skills, including literacy, numeracy and ICT skills.
- Ensure that students are challenged and stretched to achieve their potential.
- Ensure that students enjoy and be committed to learning to 18 and beyond.
- Ensure that students value their learning outside of the curriculum and take full advantage of the enrichment programme.

2. The expected curriculum outcomes

The Ongar Academy's curriculum will:

- Fulfil statutory requirements.
- Meet the needs of students of all abilities in 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 at the end of each key stage.
- Lead to qualifications that have worth with employers or entry into higher education.
- Help students develop lively, enquiring minds, an ability to question and argue rationally.
- Enable students to have an ability and resilience to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Foster teaching styles which will offer and encourage a variety of learning opportunities.
- Help students use language and numbers effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Enable students to understand and respect the importance on modern British values.
- Enable effective enhancement of the STEM subjects.
- Benefit other primary and secondary schools in the area.

3. Roles and responsibilities

The Board of Trustees will ensure that:

- Consideration is given to the advice of the Headteacher when approving the 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.

The Headteacher will ensure that:

- All statutory elements of the curriculum and any other subjects that the academy chooses to offer, have aims and objectives that reflect the above aims and indicate how the needs of individual students will be met.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Trustees on an annual basis.
- 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 parents/carers receive information to show how much progress the students are making and how they can improve.
- The Board of Trustees is fully involved in the decision making processes that relate to the breadth and balance of the curriculum.
- The Board of Trustees is advised on statutory targets in order to make informed decisions.

Senior staff with responsibility for Curriculum will ensure that:

- They have oversight of curriculum structure and delivery within their key stage and/or subject areas.
- Detailed and up-to-date programmes of learning are in place.
- Programmes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with Faculty Leaders and at Senior Leadership level on a regular basis and that actions are taken swiftly where necessary to improve these.
- They annually review and refresh/update the curriculum section of the school website to ensure parental access to all curriculum matters is simple and informative.

Faculty Leaders and Subject Leaders will ensure that:

- Long term planning is in place for all courses containing detail on context, expectations, key skills, learning objectives, differentiation and resources.
- Programmes of learning encourage progression at least in line with if not beyond national standards.
- There is consistency of curriculum delivery.
- Programmes of learning are in place, used by all staff and new staff are fully inducted in their use.
- Appropriate awarding bodies and courses are selected to best suit the needs of the students.
- There is appropriate and consistent assessment for all courses.
- The Senior Leadership Team are informed of all planned changes to curriculum delivery via the line management system.
- All deadlines are met with regard to data entry, reporting and examination entry.
- Student performance data/information is reviewed on a regular basis.
- They encourage sharing of good practice in terms of curriculum design and delivery with colleagues.
- They oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff 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 good practice amongst colleagues from other schools or through external networks, resulting in a dynamic and relevant curriculum.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Be treated as partners in their learning; showing independence and resilience.
- Have their individual needs addressed both within the academy and extending outside the normal curriculum.
- Be given additional support if they start to fall behind in their learning, helping to get them back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5.

Parents and carers will:

- Be kept informed of their child's progress at calendared points throughout the year.
- Be consulted about their child'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 flourish and thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

4. Monitoring, evaluation and review

The Board of Trustees will receive an annual report from the Headteacher 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 alternative provision made and its impact.

The Board of Trustees will review this policy once a year and assess its implementation and effectiveness. This policy will be published on the academy website and will be promoted and implemented throughout the school.

The Ongar Academy and its Board of Trustees is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.