



CURRICULUM POLICY

Date Approved by Governors	September 2016
Next Review Date	September 2018
On behalf of Governors signed	<i>Signed Copies On File</i>
Print name	
On behalf of Governors signed	
Print name	
Principal's signature	

All One In A Million Free School Policies have been devised to ensure that:

- students from all backgrounds and all abilities and welcome
- each student has the opportunity to flourish and achieve their potential
- we value the individuality of each student within the context of membership of our community
- we are committed to raising educational attainment and improving our students' life chances
- we provide an environment in which all students will be self aware, self disciplined and confident
- all students will understand how to make a positive contribution to our extended community
- we support academic, creative and personal achievement through our focus on Sport, the Arts and Enterprise.

Our Curriculum



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The One In A Million Free School (OIAMFS) approach to learning is rooted in establishing a sense of worth and well-being in each individual student, focusing upon engagement, motivation, talents, self-regard, good behaviour and self-discipline which in turn facilitate learning, progression and success.

We are confident that our educational approach and curriculum design will, with its emphasis on sports, arts and enterprise, enable students to:

- extend their talents and, thereby, enhance their life chances
- engender respect, self regard, motivation and engagement
- be recognised and valued as 'one in a million'

We are insistent that any programme of study or organisational strategy is underpinned by sound, thorough research and evidence of best practice. With this in mind, we have engaged the advice of EdisonLearning to support us in developing our unique curriculum offer. Our curriculum and organisation of learning will be influenced by the EdisonLearning **e.Two**TM school design. This model has been designed as a result of extensive global research into the features of the most effective schools and organisations.

Our enrichment and extended day offer is also based on thorough research that show the need for 10,000 hours of practice before even the most talented people can become world-class across a range of spheres, from music to sport to writing¹. We believe that every student can find a skill or talent to hone and with committed practice in the right environment can enjoy success.

Additionally, the curriculum at OIAMFS seeks to offer young people a range of opportunities and experiences which will enable them to promote values of compassion, honesty, integrity and excellence in their own lives, and within their own communities.

One In A Million Free School's curriculum policy is informed by 'Section 78 of the Education Act 2002' and the advice contained within 'Promoting fundamental British values as part of SMSC in schools, Nov 2014'. This policy is also based on the following aims, to;

- have young people at its heart, putting their interests above those of the institution.
- have a curriculum that is fit for purpose, offering differentiation and personalisation.
- be a centre of excellence in learning and teaching.
- prepare all learners for a successful adult and working life in a 21st century global society.



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- first achieve and then exceed local and national standards in achievement, attainment and progression.
- encourage adults from sport, the arts and enterprise to support curriculum delivery
- be committed to excellence and continuous improvement.
- value vocational and academic routes equally.
- nurture the talents of all and celebrate success.
- work with other schools/providers to ease transition.
- involve parents/carers and other members of the wider community
- be a learning environment that is both safe and inspiring.

Curriculum Overview

The curriculum journey will consist of a two year KS3 and a three year KS4 in the core subjects of English, maths, MFL and science. Our model will allow more individual response to student need, with rapid or steadier progression and early or later accreditation where appropriate.

At **KS3**, our curriculum will ensure that **all students** at OIAMFS acquire strong basic skills in literacy, language and numeracy as a foundation for success at KS4. Subject knowledge and skills will be taught so that students learn how to build conceptual understanding, make connections and importantly have the skills and confidence to transfer and apply their learning in different contexts. Throughout the key stage there will be a strong focus on personal, social and learning skills – expressed in terms of ‘character building’ – so that our students develop independence and take responsibility for themselves, have respect for others, and are able to work collaboratively and independently in a range of contexts. This approach will also provide us with the opportunity to work with local primary schools using Core Learning Skills material and primary curriculum material, paving the way for a seamless transition to OIAMFS.

KS4 provision will be delivered over a three year period in the core subjects which will enable as many students as possible to gain 5 A*-C GCSEs (including English and Maths). We want our students at KS4 to have a balanced curriculum experience of the core subject disciplines so that they receive the most widely accepted and valued accreditations possible to open, rather than close down, future choices of study and employment. Within and across our themed curriculum of sport, the arts and enterprise, we will support our students in gaining a range of formal qualifications, including vocational awards that will be linked into progression opportunities in partnership with other schools, colleges and local education providers. Those students who wish to follow the English Baccalaureate programme of study will also be supported to do so. We have strong links with local employers and the Chamber of Commerce so students can make links and enjoy experiences of work throughout their OIAMFS career.



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Due to the small size of our school the curriculum for Year 10 and 11 is slightly more prescriptive and has the English Baccalaureate (EBacc) academic subjects at its core. The students will get one option choice. The curriculum for Year 10 is illustrated below:

Core Curriculum GCSEs	Option Choice (students choose one)
Mathematics Statistics English English Literature Double Science History RE ICT Food (Non exam course) PE (Non exam course) PSHCE (Non exam course)	BTEC Sport Art Spanish BTEC Health and Social Care

A range of GCSE qualifications will be available including the opportunity to study three individual sciences (Biology, Chemistry and Physics). Once a student commits to this course (after school), it is a two-year commitment.

KS5

OIAMFS will develop the sixth form of the future. It will build on the development of Core Learning Skills developed earlier in school and will take these skills to new 'Leadership' levels in the 6th form. A strong advice and guidance programme will support students in building CVs and application / selection processes for students chosen fields of further study or work. With this guidance our students will be able to make an informed choice of their most appropriate pathway. Some students may undertake a Distance Learning or online learning programme, allowing students flexibility and ensuring they are equipped for their next step. Strong personal tutoring will ensure student accountability for managing their own work programme. 6th Form students will play an important role in supporting younger students primarily as role models but also through attachments to 'Coaching Teams' and by contributing to the enrichment and community activities.

Curriculum Components - All Key Stages

The curriculum has been developed as a result of extensive research based around how students learn and the development of essential learning and life skills. What students need to learn is then mapped into a coherent framework, which ensures quality teaching and leadership, clear roles and responsibilities and effective use of time. Common components throughout the curriculum design are the '**Four Modes of Learning**', a **Core Learning Skills Curriculum** and **Core Enrichment Curriculum**. These are part of the core offer for all students, at all key stages.



Pedagogy

The Four Modes of Learning

The Four Modes of Learning: **Personal Learning, Conceptual Learning, Foundational Learning and Collaborative Learning**, are built around specific pedagogies developed from educational research findings. **Personal Learning sessions** build values and positive behaviours through personal and social skills, develop relationships and provide individual coaching and personal review time. At the heart of this will be Stephen Covey's 'Leader in Me' programme. To ensure students become fluent in literacy skills there will be a daily, shorter **Foundational Learning** session for all KS3 students (which appears on their timetable as literacy') – that will be matched to the reading and oracy skills identified in our students. The **Foundational Learning** for maths will occur at the beginning of each maths lesson. **Conceptual Learning** periods provide longer sessions so that students have time to process subject input and develop conceptual understanding. These conceptual lessons are connected together so that although students will experience specific curriculum content throughout ALL subjects they will explore common themes, learn how their skills apply to a range of subjects and experience common classroom protocols. **Collaborative Learning** will be a part of all learning experiences. The classrooms have been designed (including the choice of furniture) to ensure that students are constantly working together to support learning.

The Core Learning Skills Programme will be integrated into all teachers' schemes of work so that students are constantly practising and developing these critical skills This programme intentionally and systematically develops: Learning with Others; Understanding and Improving My Learning; Developing Self worth and Respect for Others; Building Independence and Responsibility; Researching, Reasoning and Enquiry; Creative Thinking and Problem Solving. This curriculum will thoroughly map the personal, social and learning skills together with the Core Values we want our students to have, supported by student friendly progression statements to enable progress to be monitored in all key stages.

EdisonLearning will support OIAMFS staff with the training, curriculum planning sessions, development of resources and audit and assessment materials.

Enrichment

The Enrichment Curriculum will be a fundamental part of the learning experience for our students. It will enable students to personalise their curriculum journey and pursue their passions, interests and talents in a wider context. It will run three days a week, Tuesday to Thursday at the end of the school day (3.05pm – 4.30pm) and offer a range of exciting opportunities, supporting OIAMFS to become the hub of community life. These sessions will be led by highly qualified coaches and teachers or by OIAMFS staff who have a passion and expertise within a particular area. These sessions will provide community



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educational opportunities for OIAMFS students, OIAM children and, possibly, other students from other schools. Some of the sessions may be opened to other adults/family members (where appropriate and safe) in activities such as cooking sessions, singing/choir, language classes, music ensemble, drama. It is envisaged that KS4 students would access at least one option from the Enrichment Curriculum – although we proactively encourage them to be involved on all three days. Equally we recognise that this is not always possible for Muslim students who must attend the Mosque. It is expected that all staff will be involved in some enrichment activities and other staff will be drawn from the local community, parents/carers, as well as local and national organisations.

Our aim is to offer students from less privileged backgrounds the priceless opportunity to build their skills, confidence and self-esteem by focusing on what appeals to them in arts, sports or enterprise and our enrichment offer will be a key driver in making this happen. Given One In A Million's partnership with Bradford City Football Club, a community committed club that has such a place in the history and affections of the people of Bradford, OIAM is particularly well-placed to instil the values of hard work, resilience and determination.

Sports, Arts and Enterprise

Sports, Arts, Enterprise creativity and Design and Make will be embedded in all areas of the curriculum. For example, students could be expected to prepare for hosting a junior sports day or drama/music event - preparing and selling food, managing a budget, marketing the event, selling tickets, preparing staging/lighting, making costumes, designing kit etc.

ICT vision and Implementation

Our vision for the OIAMFS is that it will be fit for purpose in a 21st Century learning and work environment, benefiting both students and staff alike. We believe that ICT will have a transformational and engagement role in motivating and enabling the young people and other members of the OIAM community to reach their full potential. ICT will enable all learners to gain access to technology and will extend the learning opportunities to those that wish to learn at their own pace.

Our concept for our school is to embrace modern, flexible ICT solutions to integrate and support the curriculum throughout the flexible learning environments we are creating. Fundamental to our vision is for our students become independent, self-directed learners, responsible users of technology and ICT will be an essential component in realising this. E-safety is a key concern and we will wish to ensure that all ICT is set up with E-safety in mind. Our vision for ICT is innovative and provides true anywhere, anytime learning for all. For us this means a strong emphasis on mobile technologies, robust and reliable infrastructure that delivers good connectivity across all learning environments and a deployment of cloud-based solutions where appropriate. We already use Apple products throughout our existing education provision including iPhones, iPads and Apple laptops



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and desktops. We are keen to continue with an Apple-based learning offer in our school as we believe that the integrated software and Apps available for Apple devices will best support our learners as both consumers and creators of learning content. Our curriculum will have a strong emphasis on creative media with students working on film and music projects.

Technology is changing the work and social lives of learners and we will have high expectations and use our resources to actively support learners in their continued and on-going development, understanding and utilisation of ICT. There are particular issues for ICT in that students will need to be taught how to undertake research safely using the Internet, for example, plagiarism, authenticity, e-safety, understanding pathnames and sources and cross-referencing. We will also ensure that all systems are safe, including providing ways to monitor on-line bullying. In addition we will utilise all ICT structural services to ensure that devices brought in as part of the Bring Your Own Device initiative are safe.

We have a flexible ICT environment with Wi-Fi broadband throughout, combined with mobile technology. This will provide a flexible and adaptable solution in line with the Personalised Spaces designed for learning. We will ensure that no student is disadvantaged because they do not have access to ICT at home. We will provide universal access, by enabling a range of devices to access the school's ICT systems, regardless of who owns them. Currently, this may include fixed computers, handheld and portable devices and mobile phones. Our management and administration team is RM Intergris.

ICT will be fundamental to the delivery of our specialisms. Through the Create and Perform pathway, students will be able to have access to state of the art digital technology for music making, recording, editing and mixing. Both the Sports and Arts pathways will benefit from state of the art digital audio-visual solutions to support evaluation of performance, create podcasts and share events on line.

In order to deliver quality educational experiences we aim to:

- develop an 'intra-school' for e-learning and e-communication, enabling students and staff to access learning and other resources
- enable the student to access a personalised curriculum and move from being teacher dependent to becoming, over time, an independent and interdependent learner
- enable students to have their own web-page, detailing their own programmes, targets, progress and performance and their own e-portfolio storage area, which is accessible to them, their parents and school staff
- support the production of school magazines and school TV/Radio broadcasting
- ensure facilities are available to students before, during and after the school day and during weekends and school holiday periods



Spiritual, Moral, Social and Cultural Development of Students

PSHCE Curriculum (SMSC)

All young people who attend OIAMFS participate in PSHCE sessions. PSHCE forms a significant part of the OIAMFS curriculum and through a variety of teaching styles and learning activities, opportunities are provided which enable all learners to develop their understanding of the world they live in, locally, nationally and globally. Special consideration is always taken to consider learners' personal circumstances and experiences, in covering topics which are potentially sensitive, or distressing for any young person e.g. FGM, addiction.

It is the school's intention that the PSHCE curriculum should not only be an essential part of the learning of all learners at OIAMFS, which satisfies statutory requirements, but also an innovative, challenging and exciting experience for the young people. In promoting learners' spiritual, moral, social and cultural development, and in preparing them for the opportunities, responsibilities and experiences of life, PSHCE plays a vital part in the growth of all young people, as well as impacting on their learning. The curriculum exposes learners to a range of topical and sometimes controversial issues that encourage young people to engage in structured discussion and debate.

The promotion of fundamental British values is intrinsically embedded within the PSHCE curriculum. OIAMFS recognises its responsibility in actively protecting all of the young people who attend the school from any form of indoctrination, and actively challenges all attempts to promote systems which undermine fundamental British values. Across the OIAMFS PSHCE Scheme of Work opportunities are built into lessons for young people to explore and practice fundamental British values, through topics studied, adhering to its policies and practices, and modelling its core values.

According to Ofsted, 'fundamental British values' are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

[School Inspection Handbook from September 2015](#)

In line with the government's 'Prevent Duty' in the 'Counter Terrorism and Security Act 2015', the OIAMFS PSHCE curriculum directs young people to an understanding and knowledge of:

- Public institutions and services within the UK
- Different cultures, faiths and traditions within the UK and internationally



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- The legal and justice systems within the UK
- Government and the rule of law
- Individual liberty

As a school, OIAMFS is fully aware of the contribution which external agencies offer the PSHE curriculum and as such regularly welcomes the participation of agencies such as the Red Cross, BLAST (CSE), Sexual Health Team, members of the Emergency Services etc.

Spiritual, Moral, Social and Cultural Development is further promoted through all the subjects of the curriculum, and also through the ethos of OIAM and through the development of positive attitudes and values. Our SMSC policy supports and reinforces the aims of OIAM, valuing all young people and staff equally and as individuals. OIAMFS is dedicated to extending our learner's experience, knowledge and understanding of the world they live in, on a local, national and international level.

Regular teaching, learning and assessment sessions, as well as weekly Assemblies directly focus on particular social issues to encourage understanding, tolerance and respect. All members of the school's staff and Governing Body believe it is the heart of what education is all about - helping learners grow and develop as people within the context of the communities to which they belong.

APPENDIX 1

Curriculum Model and Approaches to Pedagogy at KS3

Key Stage 3 curriculum Model

At KS3 our students will have a core team of teachers which will not only support smooth transition to OIAMFS from the primary phase but ensure our students experience human scale relationships within a smaller learning community.

Foundational Learning, Literacy and Basic Skills

Daily short sessions for all students will focus on fluency and mastery in the basic skills of numeracy, literacy and ICT. The literacy foundational learning takes place each morning and the numeracy will occur at the beginning of each maths lesson.

Rigorous baseline assessment, mixed and ability grouping and half-termly progress checks will ensure that provision is matched to student need and that progress is carefully mapped. The **Literacy** provision will include a phonics programme designed for secondary students with below age expected reading levels, through to higher level literacy provision focusing on more complex reading and comprehension skills. An ICT based **Numeracy** programme, such as 'MyMaths' will ensure mastery in basic operations, while more able mathematicians will practise more complex operations.



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When students read to their chronological reading age and are competent in basic skills of numeracy and ICT, a **world language** will be introduced into the Foundational Learning Sessions.

ICT skills audits, across a range of critical applications, will identify students requiring ICT skills sessions enabling them to utilise technologies for learning enhancement. These will be delivered during Instructional Learning sessions or as part of the enrichment programme as appropriate.

Conceptual Learning & National Curriculum coverage

Traditionally the secondary school curriculum is organised around subject silos that can lead to skills and content being taught in an unconnected, often repetitious way. To ensure our students develop the skills to be successful at KS4 and beyond, we encourage them to develop conceptual understanding, which will help apply their learning across different subjects and contexts.

In KS3 the Conceptual Learning consists of a two year theme based, **Connected Curriculum**, rigorously mapped against National Curriculum specifications and planned to ensure subject progression and the development of overarching concepts. OIAMFS is developing an approach to connected curriculum that requires teachers to collaboratively plan and then seek opportunities to connect learning across different subjects.

Although the timetable will have a 'traditional' look in terms of subjects a half-termly theme, common teacher planning, a clear identification of learning skills and common classroom protocols will connect the curriculum. These hour-long sessions will be for the delivery of twelve thematic units that make up the connected curriculum. ICT application is included..

Working within the thematic framework, daily team planning time will ensure learning experiences connect with social, cultural, local and community resources and **particularly emphasise OIAMFS's themes of sports, arts and enterprise**. It will also draw upon a range of cross-cultural / world sources for history, science and religious study. Group sizes and student grouping will be less than twenty, whilst remaining flexible and responsive.

Personal Learning and Support for Learning

Every student will have a '**Learning Coach**' who will act as advocate and mentor responsible for their progress and achievement. Personal Learning time will consist of:

- Regular sessions in groups of approximately 20 students, known as their 'Coaching Team' – each team being named by the team. These sessions will focus on relationships and ethos, core values, moral, social and learning behaviours,



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personal reflection, and target setting. Students will be supported by their Learning Coach to run these sessions themselves.

- A weekly timetabled Personal Learning session providing further opportunity for individual coaching dialogues, discussion and reflection on world, cultural, religious and social dimensions and links to Citizenship, Personal and Social Learning and Core Learning Skills Development
- Termly Learning Conferences – a meeting between student, parents/carers and Learning Coach. These will differ from the traditional parents' evenings in that they will be student led and involve students reflecting on data about their progress. The students will identify goals, opportunities and barriers, whilst formulating personal learning plans that enlist their teachers and parents/carers. These will be underpinned by a termly written report.

Collaborative Learning & Skills for Learning and Life

The vast majority of learning with OIAMFS will be done collaboratively and lessons will be planned to ensure this happens. This collaborative way of working will culminate in collapsing the timetable at the end of each term to facilitate a group project. These will have a citizenship and enterprise focus. Students will be re-grouped during these projects, enabling them to work with a range of their peers and include opportunities for more demanding group challenges to be set.



APPENDIX II

Curriculum Model and Approaches to Pedagogy at KS4

Our three-year KS4 curriculum will ensure that our learners become self-motivated and self-managing learners. ICT will be crucial to this and we will employ mobile learning technologies throughout OIAMFS to engage students to personalise and guide their own learning, work collaboratively with others and investigate and build on their own strengths as an individual, taking learning outside the traditional confines of the four walls of a classroom, and into the digital lives of all the learners.

The English Baccalaureate

In accordance with our commitment to a broad and balanced curriculum, OIAMFS will ensure every student, for who it is appropriate, has the opportunity to achieve accreditation for the English Baccalaureate. This will provide students the opportunity to gain a further certificate of achievement where 5 A*-C passes have been achieved in English, Mathematics, Sciences, a language and a humanities subject. Students wishing to follow this programme will study for the additional subjects in the personal enrichment curriculum sessions. Currently there is no legislative requirement for students to study subjects required to gain an EBacc award but OIAMFS will support students in this pathway if it is clear that not to do so would disadvantage them – particularly those who want to go on to further education.

Application of Learning to the Work Environment

All of our students will have the opportunity to pursue and experience professionally relevant work placements (throughout each year) and we already have a number of prospective partner organisations from across sport, the arts and enterprise, who have offered to support our students accordingly. Supported work experience placement opportunities at OIAMFS and through the One in a Million charity will also be available to our students in each of the strands through our Community Arts programmes and through our Football in the Community programmes for Sport throughout ALL the years they attend OIAMFS. This will be supported by our 'Ambassadors' programme.



Appendix III Curriculum Model and Approaches to Pedagogy at Key Stage 5

The OIAMFS will develop the sixth form of the future. Through the 'Broadening Horizons & Raising Aspirations Programme' the Key Stage 5 offer will be framed within the general theme of "Making my bridge to where I want to get to." It builds on the development of Core Learning Skills developed earlier in OIAMFS and takes this to new 'Leadership' levels in the 6th form. Learners will be able to choose the most appropriate pathway with the teaching and enrichment arrangements allowing students flexibility at all times.

Learning will capitalise on the conceptual, collaborative and personal strategies developed with students and across staff in a *Blended Learning* approach that mixes formal coverage of the curriculum with substantial student team challenges that require research, analysis, synthesis and presentations and personal study.

Developing Independence

All students will continue to have a common weekly core of Personal 'Meeting' time, sport, arts and Personal & Guided Learning. More time will be devoted to stronger personal tutoring, ensuring student accountability for managing their work programme and greater support in building CVs and application / selection processes for students chosen fields of further study or work. 6th Form students will play an important role in supporting younger students through attachments to 'Coaching Teams', supporting the Learning Launch and also through Enrichment time.

Distance Learning

All students will undertake a Distance Learning option in each year (e.g. Nelson-Thornes AQA, or through one of the new e-learning platforms), commissioned in response to students surveys in Years 11 and 12- as an integral part of the provision, not a 'bolt on' for some. This combination of reduced formal teaching sessions and the Distance Learning option will enable both a richer range of responsive options for students and greater cost effectiveness. There will also be opportunities to attend courses in other F.E. colleges.

Students will be encouraged to supplement their study programme with additional vocational and community service, including a global citizenship work placement e.g. working in an African community on water-aid, school building, or similar projects.

Clearly OIAMFS is planning for and delivering an 7-year programme – incorporating post 16 – up to the age of 18. However with this plan in mind OIAM recognises that the educational landscape changes rapidly. Therefore we are committed to structuring a 7-year programme whilst retaining the flexibility to respond to curriculum and pedagogic changes that may be ahead but not yet anticipated.