CURRICULUM POLICY

Date Approved by Governors: November 2019
Next Review Date: September 2020

On behalf of Governors signed
Print name
On behalf of Governors signed
Print name
Principal Signature

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

• OIAM core values are at the heart of all we do: compassion, honesty, integrity and excellence
• Students from all backgrounds and all abilities are 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
Our curriculum is focused upon opportunity and achievement for all. The One In A Million Free School (OIAMFS) approach to learning is rooted in establishing a sense of self-worth and well-being in each individual student, focusing upon engagement, motivation, high standards of work, talents, self-regard, behaviour and self-discipline which in turn facilitate a positive attitude to learning, progression and 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.

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

- Extend their talents and, thereby, enhance their life chances
- Have respect; tolerance of other religions, races and cultures
- Develop self-regard; motivation and engagement
- Encourage open-mindedness and rational discussion
- Develop independent learning skills
- Promote a growth mindset approach to learning
- 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 with all documentation published by Ofsted and shared curriculum design and practice ideas with other schools and multi academy trusts to support us in developing our curriculum offer.

Our enrichment and extended day offer is designed we believe to offer students opportunities to experience and practice various activities. We believe that every student can find a skill or talent to hone and with committed practice in the right environment can enjoy success.
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 breadth, depth, 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 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 and build on the knowledge and skills developed during the primary phase.
- 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 three year KS3 and a two year KS4. Our model will allow a more individual response to student need and provide time for students to experience a broad, balanced curriculum offer, developing knowledge, understanding and skills prior to specialising at KS4.

At KS3, the curriculum is designed to interest, engage and motivate students in a broad range of subjects. It builds on what has been achieved at primary school, while laying the foundations for GCSE study when options are chosen in year 9. Throughout the key stage there will be a strong focus on the connected curriculum and personal, social and learning skills, 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.
There are three coaching teams in each year. Most subjects are taught in mixed ability coaching team groups. Groups in Maths, English and Science may be set if curriculum staff and the Vice Principal believe that this would assist learning, progress and attainment. The methodology behind groupings is to allow students to make rapid progress from their individual starting points. Students’ progress and attainment are monitored against a GCSE target grade calculated on the basis of their prior attainment and baseline testing. Students are identified as: secure, developing or emerging learners and their progress towards target is tracked, and interventions identified as appropriate. Students are not told their GCSE target grade until they begin their KS4 subjects in year 10. We believe that setting GCSE target grades at KS3 can be demotivating for some students and aligning key stage three assessment criteria to GCSE grading, complex and potentially misleading. Further information can be found in the school’s Assessment Policy, Marking and Feedback Policy and Teaching and Learning Policy.

Possible interventions to support learning include: Targeted one-to-one and small group literacy and numeracy; Reciprocal Reading Programme and other Appropriate Reading Schemes/Interventions; Nurture support and guidance from the SEND team; Off-site alternative provision; Personalised timetables; Pastoral support through coaching team groups; Pastoral intervention/counselling.

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 and beyond. 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.

**Key Stage 3 Curriculum:**

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<th>KS3 CURRICULUM</th>
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<tbody>
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<td>Mathematics (4)</td>
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<td>English (4)</td>
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<td>Science (4)</td>
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<td>RE (1)</td>
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<td>PE (Non exam course) (3)</td>
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<td>PSHCE (Non exam course) (1)</td>
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<td>History (1.5)</td>
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<td>Geography (1.5)</td>
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<td>ICT (1)</td>
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<td>Spanish (1)</td>
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<td>Art (1)</td>
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<td>Performing Arts (1)</td>
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<td>Food (1)</td>
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KS4 provision will be delivered over a two-year period which will enable as many students as possible to achieve or exceed their potential. 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. We offer three pathways, all of which feature a compulsory core of English, Maths, Science, P.E. and Religious Educations.

Some students follow an Academic pathway which includes studying *History. Others follow a more Vocational pathway and can choose two option subjects. For a small number of students with particular learning needs a Bespoke pathway offers an individual combination of subjects, qualifications and support.

We may provide alternative education for a small number of students for whom the traditional offer may not be appropriate. This could be college courses beginning in Year 10, tailored provision or one-to-one support. The aim is to ensure success in the core literacy and numeracy skills. Support is tailored to need. In addition to high-quality, inclusive teaching, further interventions in year 10 and 11 include: Subject-based drop-in sessions; Individual support from the SEND team; Pastoral and learning mentor support; Assertive mentoring; Opportunities to withdraw from some options to focus on core subjects.

In the compulsory core; English has 4 lessons in year 10 and 5 lessons in year 11. Maths has 5 lessons in year 10 and 4 lessons in year 11. Duel Science has 5 lessons per week in each year of KS4. Religious Education has 3 hours, P.E. has 2 hours and PSHCE has one hour per week. Optional subjects, which are chosen from 2 option blocks, have 3 hours per week. The aim of the curriculum is to provide students with the skills they require to make rapid progress in Years 10 and 11, while promoting independent learning. Target setting is based on GCSE grades, and pieces of work are assessed on the 9-1 GCSE scale.
Key Stage 4 Curriculum:

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<thead>
<tr>
<th>Core Curriculum GCSEs</th>
<th>Option Choice Academic</th>
<th>Option Choice Vocational</th>
<th>Option Choice Bespoke</th>
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<tr>
<td>Mathematics (4/5)</td>
<td>*History (3)</td>
<td>History (3)</td>
<td>History (3)</td>
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<td>English Language (3/2)</td>
<td>Art (3)</td>
<td>Art (3)</td>
<td>Art (3)</td>
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<td>English Literature (2/2)</td>
<td>Spanish (3)</td>
<td>Spanish (3)</td>
<td>Spanish (3)</td>
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<td>Double Science (5)</td>
<td>OCR Business Studies (3)</td>
<td>OCR Business Studies (3)</td>
<td>OCR Business Studies (3)</td>
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<td>RE (3)</td>
<td>OCR Health and Social Care (3)</td>
<td>OCR Health and Social Care (3)</td>
<td>OCR Health and Social Care (3)</td>
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<td>PE (Non exam course) (2)</td>
<td>OCR Hospitality and Catering (3)</td>
<td>OCR Hospitality and Catering (3)</td>
<td>OCR Hospitality and Catering (3)</td>
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<tr>
<td>PSHCE (Non exam course) (1)</td>
<td>OCR iMedia (3)</td>
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<td>OCR Sport Science (3)</td>
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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 (2.30pm – 3.30pm) and offer a range of exciting opportunities, supporting OIAMFS to become the hub of community life. These sessions will be led by qualified coaches and teachers or by OIAMFS staff who have a passion and expertise within a particular area. These sessions will provide community 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.

**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 students to gain access to technology and will extend the learning opportunities. Students study ICT as part of the KS3 curriculum and can opt to study iMedia at KS4.

We use Apple products throughout our existing education provision including iPads, Apple laptops 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 students as both consumers and creators of learning content. E-safety is a key concern and we will ensure that all ICT is set up with E-safety in mind. 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.

We have a flexible ICT environment with Wi-Fi broadband throughout, combined with mobile technology. We will ensure that no student is disadvantaged because they do not have access to ICT at home.

**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 students to develop their understanding of the world they live in, locally, nationally and globally. Special
consideration is always taken to consider students’ personal circumstances and experiences, in covering topics which are potentially sensitive, or distressing for any young person.

It is the school’s intention that the PSHCE curriculum should not only be an essential part of the learning of all students at OIAMFS, which satisfies statutory requirements, but also an innovative, challenging and exciting experience for the young people. In promoting students’ 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 students to a range of topical and sometimes controversial issues which 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.

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
- 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 PSHCE 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 student’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 students grow and develop as people within the context of the communities to which they belong.