

## Curriculum Policy

### **We have a strong curricular offer because:**

- It enables all students to reach the highest levels of achievement whilst providing them with the opportunities for personal development.
- It ensures that those at risk of not having high levels of literacy and/or numeracy have additional opportunities to progress.
- It promotes and sustains a thirst for knowledge and understanding and a love of learning.
- It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence.
- It has a positive impact on all students' behaviour and contributes very well to students' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.
- It ensures that those at risk of not achieving well in English or mathematics have additional opportunities to progress.
- It is personalised to the needs of every individual student and does not limit children to one future pathway.
- It is continuously reviewed and where necessary adapted to ensure all of the above.

### **The curriculum at Ormiston Victory Academy is based upon the following principles:**

- Ensuring students leave the academy with the qualifications necessary to choose their next step in education.
- Ensuring students leave the academy with the necessary skills to be successful, both in further education and their day to day lives.
- Ensuring every student makes strong progress in English and mathematics.
- Providing the opportunity for every student to reach their potential.
- Retaining the flexibility to personalise individual student pathways, both through subject choice and within subject areas.
- Not compromising on students' health and creativity.
- Maintaining breadth and balance in Years 7 & 8 so students have a wide range of options at Key Stage 4.
- Providing students with the time to study their chosen subjects in depth.
- Quality is more important than quantity.
- Children achieve well with strong teaching, and support from home and peers.

### **These are achieved through:**

- Allowing students extra time for English and mathematics where necessary. The focus is to support students with low levels of literacy and/or numeracy as soon as they join the academy. This extra time will not impact upon creative or vocational subjects, thus not impacting negatively on students' areas of strength.
- Based upon their ability and rate of progress, students may follow different routes within the same subjects. This includes opportunities for early entry where appropriate and to take additional qualifications.
- Throughout Years 7 to 10, two hours a week of dedicated lesson time are given to physical education. One hour a week is given to social, moral, spiritual and cultural education. The arts, humanities and technology all receive equal time in Years 7 & 8.

- A wide range of extra-curricular activities and trips ensure all children are able to experience a vast range of sporting activities.
- A three year Key Stage 4. Students make their GCSE option choices towards the end of Year 8. They have the opportunity to further refine these choices as they move into Year 10.
- Key Stage 4 qualifications are structured in such a way to fulfill the government's 'Eight' criteria; providing a breadth with appropriate challenge.
- Options are structured in such a way so students who wish to may fulfill the Ebacc criteria.
- High ability students have the opportunity to study an additional option. This is through a mixture of taught lessons and independent study.
- The majority of students chose three options for Key Stage 4. This gives them three hours a week of dedicated lesson time in each of their chosen subjects, for the full three years – sometimes more.
- All Year 11 students follow an extended timetable to further prepare for their final examinations.

**Notes:**

- The Ebacc is a measure of success in a range of academic subjects. To meet the Ebacc measure, in addition to English, mathematics and science, students need to take geography or history as well as a language.
- The government's 'Eight' criteria is met by taking English and mathematics, any three additional Ebacc subjects and any three other subjects.

**Current Curriculum Time Allocation (2017/18)**

Subject	Year 7	Year 8	Year 9	Year 10	Year 11 <sup>(2)</sup>	Sixth Form	
English	4	4	4	5	5	Students take a minimum of 3 A-levels or equivalent qualifications. Any student without a level 2 C or above in English or mathematics must attend lessons for the relevant resit.	
Mathematics	4	4	4	4	4		
Science	3	3	4	4	5		
SMSC / RE	1	1	2	1	1		
PE	2	2	2	2	1		
Computing	1	1	See options				
Creative Design <sup>(3)</sup> (ACTT)	2	3					
Humanities	3	3					
MFL	3	2					
Performing Arts <sup>(3)</sup> (DDM)	2	2					
Option 1 (Ebacc)			3	3	4		
Option 2			2	3	3		
Option 3			2	3	3		
Option 4			2				

**Notes:**

1. Creative Design and Performing Arts will run on a rotation where timetabling allows this to be effective.
2. Students have opted for an additional option in year 9. This will run over two years.