

Ratified by Oasis Academy Enfield's
Academy Council:
25th March 2010

Curriculum Policy

Implementation: March 2010
Review: March 2011



1 Introduction

As an Academy our curriculum is shaped by the guidelines for community engagement as enshrined in relevant sections of the Oasis Education Charter, namely:

- Creating and maintaining a learning environment where students are encouraged and enabled to realise their potential;
- Students taking responsibility for their own learning and development, both through formal and informal learning opportunities and ongoing assessment;
- Developing an organisational culture in which individuals learn from any mistakes made and where excellence and innovation are encouraged and rewarded;
- Promoting the value of a balanced, holistic lifestyle as part of each individual's overall personal development.

2 Academy vision

Our Academy's vision is to provide 21st Century learning opportunities that will develop our young people into confident, independent, lifelong learners, who make a positive contribution and are prepared for leading a good and successful life.

3 Curriculum Principles

- 3.1 Every student will have a personalised curriculum based on prior attainment data, student aspirations and challenging targets. Within an individual learning programme, the students are offered the level of learning appropriate to their recognised needs. This will in time lead to a "stage, not age" format of qualifications and accreditations.
- 3.2 Our provision will give appropriate balance to the development of attitudes to learning, skills, knowledge and understanding.
- 3.3 Our Academy will be organised bearing in mind that from the student perspective, the curriculum is "the entire planned learning experience," encompassing lessons, location, events, environment, routines, extended hours, out-of-school learning and other "hub" opportunities.
- 3.4 Students will experience our curriculum successfully only when learning is organised effectively, requiring:
 - a range of teaching and learning approaches including enquiry, active learning, practical activities;
 - techniques in tune with child development and adolescence;
 - learning beyond the school via community and business links;
 - relevant contexts for learning, connected to life and work;
 - engaging a range of audiences and purposes;
 - data on prior attainment reflected in learning objectives.

- 3.5 Our curriculum will address disengagement: a) overcoming any poor school experience of parents; b) boosting self-esteem and c) providing exciting, unpredictable, challenging learning experiences.
- 3.6 The successful experience of our curriculum through extended learning is dependent on the extent to which we work collaboratively with our key partners, thereby making an effective use of resources and expertise. In this respect our partners include: partner primary schools, neighbouring secondary schools, other schools in Oasis Community learning and other components in the Oasis “hub.”
- 3.7 Our curriculum will prepare students for the future by:
- securing high achievement in literacy and numeracy;
 - being responsive to the enduring needs of local and national employers;
 - ensuring that our courses are scheduled to provide progression and continuity in the learning experience.
- 3.8 We will develop independent, lifelong learners by providing an age-relevant focus on Learning to Learn, in particular through engagement with the competency-based curriculum.
- 3.9 Students will have a role in shaping the curriculum and mapping their way through their experience of it.
- 3.10 As a Business and Enterprise specialist school the Academy will develop excellence in a variety of related subjects.

Procedures

In all Key Stages, Principals must ensure that they meet the statutory requirements.

4 Key Stage Three

- Students will follow learning programmes in English, Maths and Science. The curriculum will be delivered so it ensures that any legacy of previous underachievement in literacy and numeracy is addressed.
- Students will also have access to technology, sports and ICT. Religious Education may be delivered as a discrete subject or in an extra-curricular manner.
- Academies plan the rest of KS3 Learning around competencies (RSA Opening Minds) that include a breadth and depth of varied subjects and other relevant vocational courses.

5 Key Stage Four

- A full complement of GCSEs will be supplemented with Specialist Diplomas and BTEC courses, (initially reflecting our status as a Business and Enterprise specialist school)

- Some students will begin GCSE and other level 2 courses in Year 9 – others may take three years to complete key stage four.
- Religious Education will be taught as a discrete subject as this is a statutory requirement.

6 Post-16 Study

The Post 16 curriculum will offer a wide range of A-level courses together with level 3 BTEC and specialist diplomas. We will also provide some level 2 courses within the BTEC and specialist diploma family along with other vocational provision to meet all learners.

7 Year 7 Curriculum 2009 – 2010

- **Core** - English, Maths, Science, Humanities, ICT, PE , Spanish
- **Immersion days** – to deliver breadth of experience
Art, Food Technology, Music, Design Technology, Enterprise, Drama.
- **Enrichment** 3Es (embed, enrich, extend) programme to expose students to new experiences and discover gifts, talents and new interests

Timetabling

- 50 minute lessons – mostly delivered as doubles
- 5 modules per year - 7 weeks teaching per module (+ trips in and out + LRD + assessment days)
- One whole day project (immersion day) per week (6 days per module)
- Mon, Tues, Wed (7 lessons) Thurs, Fri (6 lessons) = 33 total for week

Allocation

Learning Area	Curriculum contribution	Lesson allocation Y7
English	Core	5
Maths	Core	4
Science	Core	4
Humanities	Core	6
ICT	Core	2
PE	Core	2
Spanish	Core	2
Immersion Days	Breadth	6 (Thurs)
3Es	Enrichment	2 (Wed pm)

8 Year 8 Curriculum 2009-2010

- **Core** - English, Maths, Science, ICT, PE, Humanities
- **Learning Pathways** - to cater for gifts, talents, interests and needs (2 from) Art, Drama, Food Technology, Music, Design Technology, PE, French, Spanish.
- **Immersion days** – similar to trip in Art, Food Technology, Music, Design Technology, Enterprise, Drama.
- **Enrichment** 3Es programme to expose students to new things and discover gifts, talents and new interests

Timetabling

- 50 minute lessons – mostly delivered as doubles
- 5 modules per year - 7 weeks teaching per module (+ trips in and out + LRD + assessment days)
- Mon, Tues, Wed (7 lessons) Thurs, Fri (6 lessons) = 33 total for week

Allocation

Learning Area	Curriculum contribution	Lesson allocation Y8
English	Core	4
Maths	Core	4
Science	Core	4
Humanities	Core	5
PE	Core	2
ICT	Core	2
Immersion day	Breadth	6 (Fri)
Learning Pathways (2)	Depth	4 (2x2)
3Es	Enrichment	2 (Wed pm)

9 Year 9 Curriculum 2009-2010

- **Core** - English, Maths, Science, ICT, PE, Humanities
- **Learning Pathways** - to cater for gifts, talents, interests and needs
- **Enrichment** 3Es programme to expose students to new things and discover gifts, talents and new interests

Timetabling

- 50 minute lessons – mostly delivered as doubles

- 5 modules per year - 7 weeks teaching per module (+ trips in and out + LRD + assessment days)
- Mon, Tues, Wed (7 lessons) Thurs, Fri (6 lessons) = 33 total for week

Allocation

Learning Area	Curriculum contribution	Lesson allocation Y9
English	Core	4
Maths	Core	4
Science	Core	4
Humanities	Core	4
PE	Core	2
ICT	Core	4
Learning Pathways (2)	Depth	9 (3x3)
3Es	Enrichment	2 (Wed pm)

12 Monitoring and Review

12.1 This policy will be monitored and reviewed by Oasis Community Learning annually.

13 Date of Next review: March 2011

Signed: _____
Chair of the Council

Date: _____