

Ormiston Academies Trust

Cowes Enterprise College, an Ormiston Academy

Curriculum policy

Policy version control

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1. Curriculum aims

We are driven by Ormiston Academies Trust values. We have high expectations and believe that anyone can excel and enjoy the challenge of their curriculum. We have a broad curriculum which is inclusive of all students.

Our curriculum intends to:

- Provide a broad and balanced education for all students that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
 - Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
 - Support students' spiritual, moral, social, and cultural development
 - Support students' physical development and responsibility for their own health, and enable them to be active
 - Promote a positive attitude towards learning
 - Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
 - Have a high academic ambition for all students
 - Equip students with the knowledge and cultural capital they need to succeed in life
 - Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
 - Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

- Students from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Principal

The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Directors of Learning and Subject Leads will keep up to date with developments in their curriculum area and the latest pedagogy. They will update their curriculums to reflect this and adapt their curriculums based on assessment outcomes to ensure progression for all students.

Teachers will follow the curriculum, setting ambitious but achievable academic expectations and supporting pupils to achieve positive outcomes. They will deliver high quality teaching and adapt the curriculum so that it is coherently sequenced to meet all students' needs, starting points and aspirations for the future.

4. Organisation and planning

Our curriculum is designed so that any student can excel and so that no one is disadvantaged. We know that our curriculum holds up to our 'Educate for Life' mission. Educating for life is what Cowes Enterprise College is about: developing a love of learning and preparing students for life itself and all it presents to us. Every child has the right to acquire knowledge and skill in every subject before they leave education. Our curriculum is an entitlement and extends beyond what can be found in textbooks, qualification specifications and the National Curriculum. We want to create greater consistency and alignment across the academy so that every classroom can share our collective knowledge of what makes for the best curriculum and teaching.

Our curriculum is inclusive because no matter who you are you can access the rich curriculum as it is intended. We have in addition developed the student charter which encompasses a high range of high-quality experiences to bring the curriculum to life, all as part of an entitlement – no opt in.

Our curriculum is broad because we maintain an excellent range of subjects throughout key stage 3 and into key stage 4. One example of this is our 'languages for all' approach which means all our students study a language right up to Year 11.

Our curriculum has increased challenge through expectations of pace, coverage, depth, and breadth. We have introduced a maritime curriculum (Maritime Futures) which increases challenge across a range of subjects, including STEM and Humanities subject areas in KS3. The theme of maritime is not a discrete subject, but is woven through various subjects, following a carefully sequenced range of maritime topics.

We know our curriculum work is fluid, tentative and subject to change. We continuously develop our curriculum responding to changes in the world around us. We read educational research, speak to local employers, work nationally and internationally to gather best practice and most importantly we design a curriculum to meet the needs of our students, reviewed year by year. The most important driver for us is to ensure we are considering and reviewing constantly so what we offer to students is the very best. We are proud of our curriculum and share it with our community and beyond on our website and through maritime conferences.

Our Everyone Matters Curriculum (E1M) includes citizenship, character education, relationships and sex education, and careers and enterprise. KS3 students also take part in a social action project.

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to check that learning is taking place and adapt teaching as necessary. Curriculum trips are fully funded to ensure that no student is disadvantaged.

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects. Students with EAL have access to an EAL specialist teacher at the Academy.

Further information can be found in our equality and diversity policy, and in our SEND policy.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through regular governing meetings and attending stakeholder meetings, for example student voice, on a half-termly basis.

Directors of Learning and Subject leads monitor the way their subject is taught throughout the school through learning walks, book scrutinies, moderation, and regular co-planning.

This policy will be reviewed every year by the Vice Principal. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Non-examination assessment policy
- SEND policy
- Pupil premium strategy statement
- British values statement
- Equality and diversity policy
- Relationship and sex education (RSE) and health education policy
- Provider Access Policy
- Maritime futures
- Careers Information and Guidance Policy