[OAT]
Ormiston Academies Trust

ACHIEVING MORE TOGETHER

Ormiston Academies Trust

Curriculum Statement

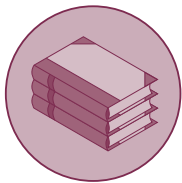# Ormiston Academies Trust

Curriculum Statement

Curriculum definition

The OAT view of the curriculum is that:

- It extends between the ages of 2 and 19.
- It includes both the formal timetabled curriculum and all the informal learning and development that occurs outside the timetable.
- It is a plan or strategy for progression for our pupils: how we move them from a state where they have not acquired specific knowledge, skills, experience and dispositions, to a state where they have acquired these.
- It encompasses everything that pupils acquire: what they know, what they can do, what experiences they have had and how they are likely to behave.
- It involves a deliberate choice to select, from all the possible knowledge, skills, experiences and dispositions, those which we believe pupils should acquire.
- It responds to well-designed assessment which tells us whether pupils have acquired what was intended.
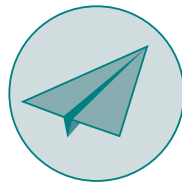
Curriculum core aims

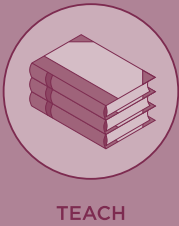TEACH   DEVELOP   CHANGE

In all OAT schools, the purpose of the curriculum is based on our purpose as a Trust:

- **Teach** – the curriculum sets out the knowledge and skills pupils are entitled to
- **Develop** – the curriculum sets out how pupils will develop socially and emotionally
- **Change** – the curriculum should be designed so that any pupil can excel, so that no one is disadvantaged

Our aims for the curriculum also support the OAT values, which are:

- Anyone can excel
- Share what is best
- Be inclusive
- Enjoy the challenge

Within OAT, all schools share common aims for the curriculum. Schools may focus on a subset of these aims at any given time, while recognising that all are important. The core aims relate to the school, not to each pupil. For some disabled pupils without the capacity to retain knowledge, for example, the curriculum they receive will relate to some aims and not others. Not every aspect of each strand is equally relevant in each phase of education, though all schools touch on each strand in some way.

Link to OAT strategy	Strand	What does this mean?
TEACH	Core knowledge and techniques	■ The curriculum should be clear what component knowledge and which techniques pupils need to retain (residual knowledge) ■ Components need to be repeated over time and pupils need to practise retrieval, drawing on the research evidence about how to do this effectively ■ In the context of cognitive development for pupils with profound and severe learning difficulties, the curriculum will seek to develop engagement
	Interconnected knowledge	■ The curriculum should be coherent ■ The expectation is that each subject has its own domain but there is also terrain across the curriculum that links more than one subject ■ Where terrain and techniques are touched on by more than one subject, teachers help pupils to join up what they are learning and practise retrieval by making these connections explicit
	Depth of knowledge that can be used and applied	■ The curriculum should support pupils to acquire key concepts ■ It should include appropriate opportunities for complex application, once the knowledge and techniques that are needed have been fully embedded ■ Complex application and key concepts do not sit on their own, they are made possible because of the knowledge and techniques that have already been learned
	Literacy and language	■ All pupils need a language-rich environment, so they encounter individual words with enough repetition to embed into long-term memory ■ The most effective way for older pupils to acquire new vocabulary is through explicit teaching of the word in context ■ Being able to read becomes increasing essential for pupils to access the curriculum as they progress with their education ■ Facility with words also includes the ability to speak, listen and comprehend, and use a wide range of words to articulate ideas
	Numeracy	■ Pupils should understand the core concepts that underpin all mathematics, so that they can access all other knowledge that rests on these concepts ■ The curriculum should give pupils the ability to think mathematically, as well as to use numbers to solve problems and understand the world

Link to OAT strategy	Strand	What does this mean?
DEVELOP	"Enjoy the challenge"	■ Resilience and self-efficacy are the trust's priorities for social and emotional development ■ The curriculum should aim to increase the likelihood that pupils will try new things, try again if they fail, and try things even if they seem too difficult ■ It should aim to embed in pupils the belief that what they do is not futile, and that with effort they have the ability to overcome obstacles and achieve their goals ■ There is a mutually supportive relationship between these two; the belief leads to the behaviour and the behaviour increases the strength of the belief
	Myself and my well-being	■ The curriculum should teach pupils what mental and physical wellness are and why these are important ■ Pupils should learn to judge whether they are well, what they can do if they become less well, and how to keep safe ■ Pupils should be equipped to make choices by learning what is distinctive about themselves, in their character, interests, and abilities
	Values, ethics and social action	■ The curriculum must meet statutory requirements relating to British values and social, moral, spiritual and cultural education ■ Pupils should be taught what the law requires from citizens, but also what behaviours support good relationships, strong communities and a sustainable environment ■ Pupils should understand the triple benefit of being socially active ■ The curriculum should include techniques for pupils to constructively question the world around them, debate contested ideas and challenge opposing viewpoints
	Culture, life-skills and experience	■ The curriculum should build pupil's cultural capital to give all pupils access to a similar base of experiences of the world ■ Pupils should experience and participate in creativity, the arts and sport ■ The curriculum should include the development of the ordinary life skills that everyone needs to be able to be successful as an adult

Link to OAT strategy	Strand	What does this mean?
CHANGE	"Knowledge for opportunity"	■ The curriculum should teach pupils how to turn education into opportunity, including Careers Education Information, Advice and Guidance (CEIAG) ■ This includes making the most of learning time outside the formal timetable, making informed choices about which subjects to study, and understanding established pathways into education, careers and independence ■ The curriculum should expose pupils to opportunities in the economy that they would not otherwise have encountered
	Qualifications that have currency	■ The curriculum should enable pupils to gain qualifications that will help them to demonstrate what they know ■ For younger pupils, the curriculum should be designed to make it easy for them to demonstrate what they have learned when they move to their next phase of education ■ Qualifications are only valuable if they are recognised as valuable by people outside the school, and if they genuinely represent what a pupil has achieved
	Our place in the world	■ The curriculum should give pupils a broad vision of the world and humanity, without creating a dislocation between that broad vision and pupils' immediate reality ■ The curriculum should include the locality of a school, its history and future potential, as part of the curriculum terrain ■ Where a connection to the local area is being taught, this content should be as ambitious, coherent and underpinned by knowledge and technique as the rest of the curriculum
	Learning at home	■ Wherever possible, the curriculum should be shared with parents, particularly the component knowledge and techniques ■ In designing the curriculum, opportunities to practise at home should be part of the plan for retrieval practise, taking into account what support parents in different circumstances may need in order to be active contributors

Curriculum expectations

Pupils and parents can expect the following from OAT schools:

- **All OAT pupils** should develop in music and the arts, in technical and technological skills, in sport and physical activity and socially and emotionally, to the extent of their potential. Opportunities to do so are available to every pupil and where pupils do not pursue these in the formal curriculum they are actively encouraged to do so in the informal curriculum.
- The curriculum in **every OAT school** is stretching and broad, while taking into account the specialism of that school and how the curriculum may be adapted for pupils with special educational needs and/or disabilities. Schools without an adapted curriculum will meet the expectations below.
- In addition to the above, at **primary in OAT**
    - Schools follow the full intent of the National Curriculum.
    - Early years provision follows the EYFS, and the interpretation of this provides a sensitive balance of play-based learning and adult-led interaction.
    - Throughout Key Stage 1 and 2, pupils receive a broad and rich curriculum, taught primarily as discrete subjects or through combining subjects when this is appropriate for reinforcing or deepening particular areas of knowledge and skills.
- In addition to the above, at **secondary in OAT**
    - Schools follow the full intent of the National Curriculum for Key Stage 3.
    - In Key Stage 4, all pupils will study English Language, English literature, mathematics, science (trilogy or separate), PE, and PHSE/religious education. While we consider the study of PE, PSHE and RE to be essential, undertaking a qualification is not essential for all. In a three-year Key Stage 4, pupils will always be offered three options in addition to science.
    - All pupils have the right to study the EBacc in Key Stage 4, regardless of prior attainment. Schools guide and advise pupils to study a combination of subjects that will give them the best foundation for their next stage, but do not constrain their choice. For pupils with middle and high prior attainment, schools actively promote the EBacc as a good foundation for further study.
    - All pupils are entitled to undertake a qualification in at least three of the following: a modern foreign language, history, geography, and computer science.
    - Schools have the latitude to decide when to offer pupils curriculum choices, as long as these decisions take account of the need to give all pupils breadth for as long as possible. Decisions must be based on what advantages pupils, not what advantages schools.

Curriculum criteria

By 2020–21, curriculum planning in OAT schools must specify, at the level of plan that is most appropriate:

- How curriculum aims are being met
- The component knowledge that all pupils must acquire *(it is the case that…)*
- The component techniques that all pupils must acquire *(the best way or ways to do x is to do y)*
- The recommended pedagogy
- Any complex applications or threshold concepts
- Any dependencies with other subjects (terrain and technique)
- How assessment is being used, including:
    - whether this is backward looking or forward looking and why
    - how formative assessment will be used
    - how assessment will inform whether component knowledge and techniques are being retained