



# Curriculum Policy

Oasis Academy Lister Park  
Bradford  
2016

## 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.

#### 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 (Oasis Competency Curriculum) that include a breadth and depth of varied subjects and other relevant vocational courses.

#### 5 Key Stage Four

- A full complement of GCSEs supplemented with vocational courses will be offered.
- 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 qualifications. We will also provide some level 2 courses within the Transition Programme to meet the needs of all learners.

#### 7 Curriculum Provision

See Appendix 1 for an example of current curriculum pathways for Years 7 to 13 and Appendix 2 for an example of curriculum provision for Years 7 to 13.

#### 8 Monitoring and Review

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

Appendix 1 – Curriculum Pathways for Years 7 to 13

KS3 Y7	KS3 Y8 & Y9		KS4	KS5
English Extra lesson if required.	English		GCSE English Language GCSE English Literature GCSE Media	AS & A2 English Language AS & A2 English Literature
Maths	Maths		GCSE Maths GCSE Statistics	AS & A2 Maths
Science	Science		Triple Science GCSE Core and Additional Science BTEC First Award in the Application of Science BTEC Level 1 Award in Science GCSE Human Health and	AS & A2 Biology AS & A2 Chemistry AS & A2 Physics AS & A2 Applied Science
Languages (French)	Languages (French)		GCSE French GCSE Urdu	AS & A2 Urdu
Technology	Technology		GCSE Product Design GCSE Food Technology GCSE Textiles GCSE Resistant	AS & A2 Product Design AS & A2 Food Technology
Year 7 Project Time  Art Music Drama ICT History Geography RE Enterprise PSHCE  Lower attainers extra Literacy and Numeracy	Art	Art	GCSE Art and Design	AS & A2 Art and Design
	Music	Music	GCSE Music	BTEC Subsidiary Diploma
	Drama	Drama	BTEC First Award in Performing	
	ICT	ICT	OCR National in Information	BTEC Subsidiary Diploma in ICT
	History	History	GCSE History	AS & A2 History
	Geograph	Geography	GCSE Geography	
			GCSE Leisure and Tourism	
				AS & A2 Sociology
			GCSE Law	AS & A2 Law
			GCSE RE Full Course	AS & A2 Religious Education
	Enterprise	BTEC Level 2 First Award in Business GCSE Business (+Economics)	BTEC Subsidiary Diploma in Business BTEC Diploma in Business	
		BTEC Level 2 Extended Certificate in Health and Social Care	BTEC Subsidiary Diploma in Health and Social Care	
	PSHCE	PSHCE	PSHCE	
PE	PE		Core PE GCSE Sport	BTEC Subsidiary Diploma in Sport
		Foundation Learning <ul style="list-style-type: none"> <li>BTEC Level 1 Art and Design</li> <li>GCSE Travel and Tourism</li> <li>GCSE Resistant Materials</li> </ul>	Level 2 Programme <ul style="list-style-type: none"> <li>GCSE Maths and English</li> <li>Level 2 Project</li> <li>1 or 2 Level 3 Qualifications</li> </ul>	

## Appendix 2 – Curriculum Provision

1 period = 1 hour

All students (including Post-16) have 30 minutes per day of Educational Development time. This includes aspects of PSHCE, self-evaluation, reading and community building activities.

The number of periods per week per subject for each year group is shown in the table below.

Subject	Year						
	7	8	9	10	11	12	13
Mathematics	3	4	3	4	4		
English	4	3	3	4	4		
Science	2	3	3	4	4		
Technology	2	2	2				
Languages	2	2	2				
PE	2	2	2	2	2		
Project Time	10						
History		2	1				
Geography		2	2				
Art		1	1				
Music		1	1				
Drama		1	1				
ICT		1	2				
RE		1	1	1	1		
Personal Development		1	1			1	1
Option W				3	3		
Option X				3	3		
Option Y				3	3		
Option Z				3	3		
Course 1						5	5
Course 2						5	5
Course 3						5	5
Course 4						5	5