

Ormiston Victory Academy

Curriculum Policy

Policy version control

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Contents

Contents	2
Introduction	3
Principles	3
Current Curriculum Time Allocation (2021/2022)	4

Introduction

The curriculum is outstanding 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 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.
- It is continuously reviewed and where necessary adapted to ensure all of the above.

Principles

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 above expected 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 and 9 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.

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 pathways within the same subjects. This includes opportunities for early entry where appropriate and to take additional qualifications.
- Throughout Years 7 to 9, 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; this is



delivered by specialist humanities teachers. The arts, humanities a time in Years 7 - 9. Extra enrichment is also offered every morning and evening.

- A two-year Key Stage 4. Students make their GCSE option choices towards the end of Year 9.
- Key Stage 4 qualifications are structured in such a way to fulfil the government's 'Eight' criteria; providing a breadth with appropriate challenge.
- Options are structured in such a way so students who wish to may fulfil 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 four 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 and 2 hours for their enrichment choice.

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 (2021/2022)

Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
English	4	4	4	5	5	Students take a minimum of 3 A-levels or equivalent qualification s. 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	3	4	4	
SMSC /RE	1	1	1	1	1	
PE	2	2	2	1	1	
Computing	1	1	1			
Creative Design ⁽³⁾ (ACDT)	2	2	2			
Geography	2	2	2			
History	2	2	2			
MFL	2	2	2			
Performing Arts (DD)	2	2	2			
Music	1	1	1			
Option 1 (EBacc)				3	3	
Option 2				3	3	
Option 3				3	3	
Option 4				2	2	

Notes:

1. Students entering the academy below average in English or mathematics receive an additional hour a week in those subjects.
2. Creative Design and Performing Arts will run on a rotation where timetabling allows this to be effective.
3. The school day finishes at 3.45pm each day for Year 11 and Sixth Form, unless otherwise stated.