




Curriculum Policy

Updated: September 2024

Next review: September 2025

Ratified by the Chair of Governors

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Green Oak Academy Curriculum Policy

Our Mission Statement (Impact)

To strive for academic advancement and nurture moral and spiritual excellence. Our students will be those individuals who will dynamically contribute towards the progress of society alongside personal advancement.

Our mission consists of two key areas:

Academic Advancement

- Our belief is that every child has the potential to succeed according to their ability and it is our duty to create an environment for success.
- Our belief is that every child should possess an ambition to achieve and it is our duty to enable them to tread the path towards their ambition.

Spiritual excellence

- Our school believes that every member must be treated akin to one's own family. Our teachers are Parents/Guardians and fellow students are siblings. We desire for each other what we desire for ourselves.
- As with any bonded family, values of integrity, kindness and mutual respect, self-belief and determination are the key to our spiritual success.
- Our family endorses a strong community spirit, championing charitable and moral support and contribution. The joy and pain of one is shared by all.

In order to fulfill this mission, Green Oak Academy has established this policy.

Curriculum Overview

The *Curriculum Policy* acts as an overall guide for how teaching and learning practices are implemented in Green Oak Academy to ensure that our students achieve their maximum potential.

Intent

The objectives of this curriculum policy are:

- to ensure students achieve to the maximum of their potential
- to provide every student access to a broad and balanced curriculum
- to ensure necessary planning, assessment, reporting is completed to fulfil every student's needs
- to promote cross curricular activities
- to promote collaborative learning
- to provide an environment which is conducive to teaching and learning and to encourage respect for the school and its surroundings
- to ensure that both teaching and learning is pleasurable and beneficial to all
- to ensure teaching and learning reflects the schools overarching ethos

Curriculum Aims

- Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- Have high expectations for all;
- Be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- Be happy, cheerful and well balanced;
- Be enthusiastic and eager to put their best into all activities;
- Begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility, community participation; on which to base their own behaviour;
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- Care for and take pride in their school;
- Be developing tolerance, respect and appreciation of other cultures, religions and beliefs in an unbiased way.

In short, our curriculum covers extensively the following areas:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and Social
- Physical
- Aesthetic and Creative education.

Implementation

Linguistic

Green Oak Academy aims to develop students' communicative skills primarily through mandatory KS3 and KS4 English Language & Literature lessons. Students are given opportunities to build and develop their listening, speaking, reading and writing skills.

Pupils can communicate and discuss a wide range of topics.

The Modern Foreign Languages (MFL) offered are Urdu and Arabic and all students are expected to follow the course of at least one of these subjects. Other languages can be made available.

Mathematical

Mathematics is a core subject at Green Oak Academy and is taught extensively across all Key Stages up to GCSE level. Cross curricular study across other subjects reinforces mathematical approaches and logic for students.

Scientific

Green Oak Academy provides resources and attention to develop students' scientific and logical skills through its specialised science laboratory. It is compulsory across all Key Stages. A fully equipped science laboratory provides purpose-built facilities for experiments, observations and recordings.

Technological

The purpose built and fully equipped ICT suite provides students with an opportunity to enhance their computing skills during lessons. ICT and Food Technology are taught in Years 7 and 8.

Human and Social

Form time is held daily and concentrates on PSHE elements across the spectrum. PSHE/Citizenship lessons for all year groups are mandatory and through these and the assemblies Green Oak Academy provides a wealth of human and social skills. Assemblies are planned out and have separate schemes of works and plans.

Trips include visits to religious/cultural institutions such as Churches, Synagogues, Temples, Buddhist Maha Vihara, Gurdwara.

Speakers will be brought in to discuss faith, culture and career opportunities.

Religious Studies, Geography and History are mandatory for all Key Stage 3 students.

Physical

Green Oak Academy aims to develop students' physical and co-ordination skills by providing PE lessons weekly. The school is also focused and committed in ensuring additional physiological and tactical awareness skills are implemented.

A range of sports are taught including football, volleyball, athletics, swimming and cricket. Opportunities are provided to include archery and self-defense.

Aesthetic and Creative

Green Oak Academy has given specific timetable allocation to SMSC Studies at KS3. During SMSC Studies, Green Oak Academy aims to build on students' artistic skills. A particular focus will be given to independent creativity, imaginative processes and composition skills.

Additionally, students are involved in display work, which is student led and offers ample opportunity for students to express their creativity.

As an extracurricular activity, students will be able to join and participate in the school garden club in the summer term.

Personal Development and Career Guidance

Students' personal development skills are promoted heavily during mandatory PSHE/Citizenship lessons and supplemented by whole school assemblies which have a heavy focus on PSHE issues.

Learning for life skills are being encouraged across the school for character development using TRICs.

- Team - leadership, responsibility, communication and respect for others.
- Reflective - self-awareness, thoughtfulness, adaptability and development.
- Independent - determination, focus, individuality and the organisation to enable independent learning.
- Creative - problem-solving, individuality, curiosity and challenge seeking

Careers guidance is provided during these assemblies where professionals from all sectors are invited to speak to students. Furthermore, Green Oak Academy has a dedicated research room which is supplemented with careers guidance literature. Students visit careers exhibitions at the NEC.

All students in year 10 will take part in Work Experience. This gives them an insight into the world of work and they understand that the knowledge that they receive at school can be applied at a workplace.

Specific Subjects

Every student will have the opportunity to study the following subjects:

- Mathematics
- English
- Science
- Religious Studies
- Islamic Studies
- ICT
- Business studies
- Physical Education
- Creative Arts
- Citizenship
- PSHE
- Modern Foreign Languages (Arabic, Urdu)
- Humanities (Geography/History)
- Performing Arts
- RSE
- Creative Arts

Mathematics – is taught up to GCSE level. In Year 7, students follow the scheme of work from Collins’ KS3 Now books. Y8 supports the fundamental mathematics leading to Y9. Y9 is a transition year between KS3 and KS4 to form a firm foundation for future study. Y9 follow the Edexcel scheme of work for mainly the cross-over topics. In KS4, students prepare to sit the Edexcel Mathematics paper and follow the Maths Watch SOW in conjunction with Edexcel resources from the Maths Emporium. Additional resources from Maths Watch are used for assessments and additional practice for lower achieving students or gifted and talented students accordingly (differentiation). High achieving students in Year 11 have the opportunity to further progress by studying the Edexcel’s Extended Mathematics Certificate Level 2.

English – is taught up to GCSE level. In Key Stage 3 students will follow the scheme of work from Oxford English Progress books. In Key Stage 4, students prepare to sit the AQA English paper and follow its scheme of work. Teachers use many additional resources to supplement, support and differentiate each student according to their level.

Science - The GCSE is sat through the AQA board. CGP and AQA resources are used to create the schemes of work and additional resource material for the course across Key Stage 4. Collins resources are used at Key Stage 3.

Religious Education – Students sit the EDEXCEL paper at GCSE level and the Edexcel text book and schemes of work are used (published by Pearsons). At Key Stage 3 level, students are taught from a wide range of resources and schemes of work are created by the department.

Islamic Studies – Students across all key stages study the An Nasihah coursebooks to provide a strong foundation in Islamic knowledge and use the corresponding workbooks to consolidate their learning.

I.C.T. - Focuses on establishing basic ICT principles in Y7 and Y8. All students have opportunities to use the ICT facilities in the school. R-programming skills are taught to support maths, science and geography.

Business Studies – Business studies offered as a GCSE option at Key Stage 4 and follows the Edexcel specification. This enhances practical experiences from enterprise days in Key Stage 3.

Physical Education – Physical education is offered across all Key Stages.

Citizenship – Green Oak Academy follows the AQA curriculum for citizenship. The majority of this subject is discussion and participation based where opinions can be aired and understanding of differences increased.

Modern Foreign Languages - The languages each follow the Edexcel exam board at GCSE level and the departments set schemes of work from a range of resources in accordance with student abilities.

Humanities – a particular focus is paid on Geography and History where students are able to develop skills. Geography and History are taught to all Key Stage 3 students. At Key Stage 4, students can choose whether to study Geography or History. Geography follows Edexcel's syllabus and History follows AQA's syllabus.

SMSC – a particular focus is on personal and character development for Key Stage 3 students, and on practical skills to use in everyday life. Arts and crafts are also taught during these studies. A range of resources are used to develop drawing skills in fine art, composition and technology. The whole school attends the Friday assembly where students listen to a speech on personal and character development.

Performing Arts - Students are able to practice the arts of recitation (Qiraat), Islamic Song (Nasheeds) and public speaking (Bayan). Vocal melodies, music and rhythms are taught. Drama lessons are also taught in Y7-Y8.

RSE - This is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

Creative Arts – All students in Key Stage 3 study different aspects of Art. In Key Stage 4, it is a GCSE option and allows students to explore artists, media and processes to improve their creative expression and communication in their artwork.

British Values

Green Oak Academy is actively involved in promoting British Values; they permeate across the curriculum. They are taught in lessons, form time and through assemblies.

Assessment and Reporting

Students are formally assessed termly. The assessments are recorded on our School Tracking system and this system is available for all teaching staff to use to further a student's progress. Assessments are compiled to provide a midyear report. End of year exams and assessments are compiled and evaluated in the end of year report. Teachers are expected to regularly carry out AFL to ensure that all students progress sufficiently.

Differentiation

Teachers are expected to plan lessons according to the range of abilities in the class. Green Oak Academy has an inclusive policy which ensures that all students, low ability to high ability, average learner, gifted and talented, students who have English as an additional language, students who develop and/or have statements are catered for. Resources are ordered where differentiated work is available. In catering for all abilities, we will identify students who are talented and/or gifted and provide appropriate stimulation and challenge to enable further development through the taught curriculum or extra-curricular or enrichment opportunities. Green Oak Academy feel it is equally as important to identify students who have experienced or will experience some degree of learning difficulty and provide appropriate support, through additional teaching if required, and work appropriate to their ability.

Green Oak Academy works in close partnership with parents and carers when devising, monitoring and reviewing individual education plans to support the needs of our students. The school continually monitors the curriculum, setting targets and evaluating our performance throughout the year and is monitored overall by the Head Teacher and the governing body.

Staff are provided with CPD inset training through the year which focus on topics such as differentiation, questioning, using data for assessment and AfL to ensure that teaching is delivered to a high standard and students' progress.

Feedback and Marking

Green Oak Academy recognises that verbal feedback and marking are key to assessing student progress. Verbal feedback and marking are used to offer strategies for improvement, consolidate and extend learning. They ensure that students are aware not only of their current achievements, but are also aware of their expected targets.

Verbal feedback and marking helps students to gain a clear understanding of how well they have gained knowledge, concepts and skills and what needs to be done to meet the learning objectives. Marking should consist of teacher written feedback, peer assessment and self-evaluation.

Recall and retention skills

All pupils are regularly revisiting topics to ensure they retain key information. Effective learning strategies are being implemented in lessons.

- Spacing – space out learning over time
- Retrieval Practice – practice bring information back to mind
- Elaboration – explain and describe ideas with many details
- Interleaving – switching between topics
- Concrete Examples – use specific examples to understand abstract ideas
- Dual Coding – combined words and visuals

All students are encouraged to have knowledge organisers to support memorizing content in the long term. Students are given tasks such as exam questions or making revision cards to review their learning. Students are given regular assessments as part of their recall and retention skills.

Cross curricular planning

Cross curricular planning takes place across subjects to share resources, ideas and learning opportunities. Deeper learning can often occur when teachers combine relevant content areas.

Extra-Curricular

To support PSHE and Citizenship, all students across all Key Stages will have the opportunity to visit religious/cultural institutions. This is to enable students to be exposed to positive role models across all cultures and faiths as well as to increase understanding, tolerance and harmony with the community at large.

Additionally, students will be engaged in activity-based field trips to ensure that they are exposed and able to experience a range of activities.

The school council will continue to run and will be given particular focus by the lead teacher to ensure that this becomes a thriving and productive extracurricular activity. Meetings will be held regularly with minutes and agenda points discussed publicly. Important school issues will be tackled through this student led activity.