

## **Orchard Park High School**

### **CURRICULUM AIMS**

#### **To create:**

- Successful learners who enjoy learning, make good progress and achieve excellence.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who can make a positive contribution to society.

It is essential that the curriculum is organised in such a way that it provides students with the opportunity to learn expected behaviours and be successful in their learning so that we can deliver our mission and aims.

#### **Strategic Intent**

##### **To develop a curriculum which:**

- creates an aspirational, high achievement culture
- takes into account individual needs and styles
- allows everyone to experience success
- raises standards of attainment

#### **Curriculum Principles**

- Accelerating student progress over 5 years
- There should be depth before breadth. Maximise learning time in all subjects
- Additional time is given to English and Mathematics to ensure that students are able to access the full curriculum and have the essential skills needed for life
- Targeted support and additional challenge to ensure all students make at least national rates of progress
- Ensure all students' progress is in line with national expectations
- Deep Learning Experiences to address SMSC and aspirations
- To support induction into secondary school for all Year 7 students

#### **The Curriculum**

We have a very broad KS3 Curriculum covering 12 subjects meeting all the national curriculum requirements. This is taught in 24 hours of contact time each week. In all subjects we aim to build on the learning that has taken place in the Primary School at Key Stage 2. Broadly we follow the national curriculum at Key Stage 3, although we also aim to prepare our students for GCSE at the end of Year 11, and have planned curriculum and assessment milestones in all subjects. Assessment is continuous through formative tasks and through end of course summative assessments.

## **Curriculum Implementation**

### **Year 7 and 8**

The curriculum includes:

- English – including English mastery
- Mathematics – including maths mastery
- Science
- Two Modern Foreign Languages (MFL), French and Spanish
- Humanities – History, Geography and Religious Education
- Performing Arts – Drama and Music
- Creative Arts – Art and Design
- Computing
- Physical Education (two hours per week)
- PSCH and Study Skills

For students who are behind in their chronological reading age, additional support is provided through withdrawal to enable them to rapidly catch up.

There is daily support for homework via the homework club.

### **Year 9-11**

In Year 9 students begin to specialise to provide them with the opportunity to deepen their knowledge and understanding of the subjects they will choose to study to GCSE level. They will mainly embark on the examined course at the start of Year 9. This curriculum is taught in 24 lessons each week, each lesson lasting 60 minutes.

### **The benefits of a three year Key Stage 4**

- Pupils may transfer more easily from KS2 and avoid a 'dip' in their progress. They will not have time to make a slow start at secondary school, or to waste time repeating material already covered at KS2
- It may enable schools to improve organisation of the curriculum, by focusing attention on KS3 and how to make it more efficient
- Teachers will have to review schemes of work, and evaluate pedagogical approaches. This may improve teaching and learning
- Pupils may find the work more challenging as they are taught at a quicker pace
- It may allow schools to provide a broader curriculum. Schools can use the time gained (either in year 7, 8 or 9) to increase enrichment activities, or include further work-related learning
- Pupils may be able to choose between a wider range of KS4 options, for example, choosing to study triple science

- Schools could choose to use year 7 to consolidate basic skills, prior to beginning the KS3 curriculum in year 8. Pupils may achieve higher standards by year 9 due to improved literacy or problem-solving skills

It is our belief that a three-year KS4 would allow pupils to study a broader curriculum and avoid "premature subject choices that might disadvantage pupils later". It also allows subjects to be taught in greater depth, "with access to specialist teaching and more motivated pupils." Students have the additional opportunity of re-opting at the end of year 9 should they wish to change a subject choice.

## **Impact**

- Improved outcomes
- Improved reading scores
- Greater motivation, concentration and focus in class
- Improved behaviour in lessons and around the school
- More positive relationships with teachers and other students
- Raised aspirations

All students must study the following:

- English – Literature and Language
- Mathematics
- Science – Combined Science or Separate Science - Biology, Physics and Chemistry
- Humanities – Religious Education and History or Geography
- Physical Education (one hours per week) – No external examination
- Preparation for Adult Life – Covers PSCE and Study Skills – No external examination

Optional Subjects (at least two of the following):

- Additional English
- French or Spanish (Community languages and an additional second language (2017) can be studied.)
- Performing Arts – Drama and Music (examined and non-examined course in these subjects can be studied as enrichment)
- Creative Arts – Art, and Art and Design Technology which will lead to a GCSE in Photography, Graphics, Art, Food Technology or Product Design.
- Computing or IT
- Business Studies
- Physical Education GCSE
- BTEC awards including Sport, Business Studies and Art
- Prince's Trust
- Vcerts in catering

## Additional GCSEs or Equivalents

Outside regular curriculum time students have opportunities to obtain accreditation for additional subjects in music, LAMDA and community languages...

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### Pastoral Programme

A wide ranging pastoral programme supports key areas of students' development including: PSHE, SMSC, literacy, oracy, CIAG and 'Growth mindset' principles.

### Enrichment

An additional after school enrichment programme includes a range of sporting activities, music (including our band and choir), Drama (including LAMDA) and community languages. There is daily support for homework in the ICT rooms. Extra Study Support is also in place especially for Year 10 and Year 11 depending on the individuals learning needs.

The day is extended to support the development of students' literacy and love of reading and to provide opportunities which widen students' cultural and creative experiences through the arts, sports and STEM.

### Year 7-11 Deep Learning SMSC Days

Deep Learning SMSC Days, when the normal lesson timetable is suspended, take place during the year. These days allow students to learn in different ways such as off site, with external providers and a range of students. Our programme of study is designed around three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr7	British values  Transition to secondary school	<b>Enterprise skills</b> and introduction to careers	Managing <b>on- and off-line friendships</b>	<b>Diet, exercise</b> and how to make healthy choices	Exploring <b>family</b> life	Saving, <b>spending and budgeting</b> our money

Yr8	<b>Alcohol and drug</b> misuse and <b>managing peer influence</b>	Understanding <b>careers</b> and future aspirations	Tackling <b>racism and religious discrimination</b> , promoting human rights	Identifying learning strengths and setting goals as part of the	Introduction to <b>sexuality and consent</b>	Evaluating <b>value for money</b> in services
Yr9	<b>Transition</b> to key stage 4 and developing study habits	<b>Rights and responsibilities</b> in the community	Tackling <b>homophobia, transphobia and sexism</b>	Staying safe - Assessing the risks of <b>drug and alcohol abuse</b> and addiction	The risks of <b>STIs, sexting and pornography</b>	Planning and carrying out an <b>enterprise project</b>
Yr10	<b>Mental health</b> and ill health, tackling stigma	Understanding the causes and effects of <b>debt</b>	Tackling <b>relationship myths</b> and expectations	Exploring the influence of <b>role models</b>	Managing <b>change, grief and bereavement</b>	Reflecting on <b>learning skills</b>
Yr 11	Careers and raising aspirations  Learning and <b>revision skills</b> to maximise potential	Understanding the <b>college application process</b> and plans beyond school	Tackling <b>domestic abuse and forced marriage</b>	Taking responsibility for <b>health choices</b>	Challenging <b>extremism</b> and radicalisation	Transport London
Yr 13	Promoting <b>self-esteem</b> and coping with <b>stress</b>	<b>Skills for employment</b> and career progression	<b>Personal values</b> and assertive communication in relationships	Preparation for <b>work experience</b>	Understanding <b>different families</b> and learning <b>parenting skills</b>	Evaluation of work experience and readiness for work

## Year 12-13

We have a small school 6th Form where we ensure we enable our young people to be able to enter the next stage of their learning journey be it at university or an advanced level apprenticeship.

## Course Offer

### Year 12-13 Curriculum

The majority of our students follow a course comprising of three A level subjects or BTEC. Some of the subjects on offer will be familiar from GCSE and some, sociology for example, will be new. Additionally, all Year 12 students follow an enrichment and tutorial programme to develop additional skills and opportunities for learning. At the end of Year 12, students take an internal assessment, as well as regular in-class formative assessments. Students must be on target for a D grade or higher in these, or a Merit at BTEC, in order to be entered for exams in year 13. The Extended Project Qualification (EPQ) is an additional course offered as a way of preparing students for the challenge of independent study at university – it is highly valued by many universities. The EPQ will help develop key skills such as resilience, time management, research, written and verbal

communication skills, and critical thinking skills. Students are selected on the basis of their academic performance and skills in self-management early in Year 12 studies.

**Our aim is to:**

- To stimulate each student to attain their highest possible standards of achievement and creativity.
- To develop students who are independent, active learners - taking responsibility for the process, and who demonstrate commitment and initiative in their studies.
- To enable students to study an appropriate range of subjects to public examination level.
- To provoke thought, develop conceptual understanding and provide opportunities to develop skills by encouraging students to participate in a broad range of academic and non-academic courses, activities and events.

**Course Offer for KS5:**

<b>Subject</b>	<b>Exam Board</b>
<b>Biology</b>	OCR
<b>Business studies</b> <i>A Level – Y13</i> <i>BTEC - Y12</i>	Edexcel
<b>Chemistry</b>	OCR
<b>Computer Science</b>	Edexcel
<b>Economics</b>	Edexcel
<b>English</b>	AQA
<b>History</b>	OCR
<b>Maths</b>	Edexcel
<b>Media Studies</b>	WJEC
<b>BTEC Sport</b>	OCR
<b>Physics</b>	OCR
<b>Psychology</b>	AQA
<b>Sociology</b>	AQA

**KS5 Tutorial Programme**

## Registration

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance & Target setting	Passport to my Future	Wednesdays	Growth Mindset	Quiz

## Enrichment 2018-19

Duke of Edinburgh
Young Enterprise
Extended Project Qualification

## Tutorial Programme

Autumn	
18 <sup>th</sup> September	UCAS Log on & Personal Profile (Yr13)
2 <sup>nd</sup> Oct	The A Level Mindset VEPSA Vision – Why am I at OPHS
16 <sup>th</sup> October	The A Level Mindset VEPSA Attitudes - Black History Month
6 <sup>th</sup> November	The A Level Mindset VEPSA Effort
20 <sup>th</sup> November	The A Level Mindset VEPSA Systems – Nomophobia
4 <sup>th</sup> December	The A Level Mindset VEPSA - Practice - PPE prep.

Spring	Informed Choices
8 <sup>th</sup> January	Work Experience
15 <sup>th</sup> January	The A Level Mindset VEPSA Attitudes - Radical extremism
29 <sup>th</sup> January	The A Level Mindset VEPSA Attitudes - Equality, Diversity and Inclusion
19 <sup>th</sup> February	The A Level Mindset VEPSA Systems – Keeping Safe online
5 <sup>th</sup> March	The A Level Mindset VEPSA Systems / Attitudes – Mental Health
19 <sup>th</sup> March	Study Skills Year 13 / Work Experience Year 12

Summer	
16 <sup>th</sup> April	The A Level Mindset VEPSA Systems / Attitudes – Mental Health Part 2
30 <sup>th</sup> April	The A Level Mindset VEPSA Systems / Practice – Dealing with exam Stress
14 <sup>th</sup> May	Study skills / review of academic progress files
4 <sup>th</sup> June	Introduction to UCAS
18 <sup>th</sup> June	PPEs / UCAS (personal statements)
2 <sup>nd</sup> July	Students on Work Experience
16 <sup>th</sup> July	The A Level Mindset VEPSA Systems / Attitudes - Sexual Health - NHS

## Opportunities for Enrichment

Our overall sixth form curriculum includes activities that make Orchard Park Sixth Form a dynamic and exciting place to learn. We organise activities which will complement students' main programme

of study along with those which offer time to enjoy and interact with other students beyond class or tutor group. All sixth formers are encouraged to take part in physical recreation as an outlet to their academic studies, but other activities such as charity work, LAMDA and EPQ are also available as an option. Finally, the popular Duke of Edinburgh award is available for students to take up as part of their enrichment:

- Duke of Edinburgh
- EPQ (Extended Project Qualification)
- LAMDA – London Academy of Dramatic Arts
- Young Enterprise Programme
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### **Careers, Employability and Higher Education**

At Orchard Park, the Careers, Education, Information, Advice and Guidance (CEIAG) curriculum is central to each student's programme of study and progression throughout their sixth form education. The CEIAG Programme is integrated into the Tutorial Programme for our students and is designed to match students' academic progression and enhance their career plans for the future. The CEIAG Programme activities include:

- Structured careers tutorials
- Careers interviews
- External careers events and workshops
- Job search and interview skills training
- Dedicated UCAS tutorial programme for university applications

Students are encouraged to participate in university course taster sessions, summer schools and to go on university visits. The Careers Department builds partnerships with employers and universities to increase the progression opportunities for our students.