

Oasis Academy Marksbury Road

Curriculum Policy

Oasis

Academy
Marksbury Road



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 will 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;
 - data on prior attainment reflected in learning objectives
 - relevant contexts for learning, connected to life and work;
 - engaging a range of audiences and purposes;
- 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”.
- 3.9 Students will have a role in shaping the curriculum and mapping their way through their experience of it.

Appendix 1 gives contextualised information which guides curriculum planning.

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APPENDIX 1

OASIS ACADEMY MARKSBURY ROAD CURRICULUM POLICY - CONTEXT

Introduction:

This supplementary document sets out the specific arrangements Curriculum and Learning Policy and Guidance document, Oasis Academy Marksbury Road is referred to as “the Academy”.

Contextual Information:

Due to the high demand for primary places in Bristol, Oasis Community Learning is working with Bristol City Council to open Oasis Academy Marksbury Road a new primary academy. It will be a mainstream community school offering the National Curriculum. It will serve local children, accepting pupils regardless of faith or ability. The academy will open in September 2015. It will be a two-form entry Oasis Primary Academy

1. Numbers on roll:

- When at capacity, numbers on roll will be 420. When the Academy opens, numbers on roll will be approximately 30 FTE as follows:
- 30 pupils in Reception (age 4/5)

2. Pupil Characteristics:

- At this point of the Admissions process, the exact picture of pupil groups who will enter the Academy is not yet known. However, from carefully researched local information and from pupil groups in local schools, we are able to put together a broad overview.
- The percentage of BME pupils will be at National. There is a growing Eastern European group which could influence numbers.
- The percentage of EAL learners will be at National benchmarks.
- FSM will be well National – information from local schools suggests this could be 35 - 50% (National 26.7%)
- The percentage of children with SEN will be higher than National. Figures from local schools are generally in the top 20% percentile ranking. SEN referrals in local schools are for a range of needs. Autism, speech and language, social and emotional are most common referrals.
- Standards on entry are likely to be an 80/20 split. The majority of children on entry to local schools are at 12 months or lower, some after two terms.

3. Community Context:

- Effective and consistent community work with as South Bristol Hub will be crucial. Marksbury Road will forge its own community as part of a gentrification of the entire area. Sensitivity to the exciting community as well as the new community will be vital.
- Our information tells us that strong home/ academy links work well in the area in which the academy is opening. Engaging families early in their child's education with positive relationships between the academy and home is crucial.
- Breakfast Club and After School Clubs, nurture programmes and carefully planned programmes of extra-curricular and wider opportunities work well in local schools and will be put in place as and when needed

4. Staff and Resources:

- As a new build, the Academy will be newly recruiting all staff. Currently an Executive Principal, Deputy Principal, EYFS lead and office administrator have been appointed. The recruitment process for support staff is underway. A graduated staffing structure that grows with the Academy has been designed. Staff induction, retention and development is a significant element of Academy planning, monitoring and evaluation especially for the first two years. The staffing structure must also be tailored to meet the needs of the children and community. The inclusion of a Safeguarding and Inclusion lead in the Staffing Structure to ensure all children attend and access the curriculum will be important. Our information tells us that

teachers are highly mobile in this area of the city and many current staffing structures can comprise of NQT's and other staff relatively new to teaching. A 'Gaining Ground' programme has been developed to support staff new to teaching as and when the need arises as part of the Accountability framework.

How current contextual information further informs the Curriculum Policy:

<p>Numbers on roll:</p> <ul style="list-style-type: none"> As the Academy opens, EYFS only will be populated. A specialised, high quality EYFS curriculum will be in place for 2015. The Key Stage One/ Two Curriculum will be available but embryonic and will be reviewed and if necessary rewritten in line with the needs of the children who enter the academy in 2015 Long and medium term planning for EYFS need to be completed in advance of the opening of the Academy.
<p>Pupil characteristics:</p> <ul style="list-style-type: none"> To help enable pupils to become 21st century learners, a range of ICT and digital materials have been planned for Oasis Academy Marksbury Road. Digital resources are flexible to meet the needs of the children and to adapt to blended whole class/ group work as needed. Language Acquisition, literacy and the development of basic skills will be planned as a central and integral part of the curriculum. Wider opportunities will be planned alongside Long, Medium and Short Term planning for so children have a wide range of first hand experiences. Baseline assessment on entry to Reception and Nursery and for inwardly mobile pupils entering Marksbury Road mid-year will also be formally planned as part of the curriculum. The curriculum will reflect high expectations and will challenge all learners including more able. The use of teaching support and outside agencies will help enable children with SEN to fully access the curriculum.
<p>Community Context:</p> <ul style="list-style-type: none"> The Oasis values outlined in the Academy's Curriculum Policy are highly relevant to the context of the Academy. Through planning class and group work, inclusion and language acquisition is key First hand experiences and experiential learning will be central to the curriculum Local and Global issues will be explored through the curriculum. Wider opportunities and enabling children to discover within and beyond the Academy and Locality are essential
<p>Staffing and Resources:</p> <ul style="list-style-type: none"> Regular training days, staff development and evaluation will be built into the Academy Development Plan to support teachers in curriculum planning and delivery. Class teachers will ensure the curriculum is taught effectively and work collaboratively with Teaching Assistants and Support staff to ensure all children can access the curriculum at an appropriate level.