



ORMISTON SIX VILLAGES ACADEMY



CURRICULUM INTENT AND VISION

'We provide in Excellence for All, because there is Excellence in All'.

We believe that the curriculum should enable all young people to become:

- **Ambitious** learners, ready to learn, progress and achieve
- **Kind, respectful** and **responsible** citizens who make a positive contribution to our **community** and wider society
- Confident young people who are able to live safe, healthy and fulfilling lives
- Aspirant individuals who **persevere** to succeed and, as a result, committed to learning through apprenticeships, Further Education and careers - lifelong learners

We aim to realise our vision by:

1. Ensuring that the curriculum incorporates statutory requirements, but is ambitious in its design, as well as relevant to addressing our students' needs.
2. Facilitating development of students' intellectual, moral, social, physical, spiritual and creative capacities, identifying and nurturing talent.
3. The inclusion of enrichment and social action in both formal and informal curriculum opportunities.
4. Providing expert, up-to-date careers guidance that is presented impartially and gives our students access to the best information available
5. Maintaining the highest standards of literacy and numeracy across the curriculum so that students are not only best prepared for national examinations, but also have essential skills for life

Each of us – student, school, home, and the wider community - plays a vital role in realising our vision. The curriculum has been designed to meet the individual needs and aspirations of our students and the community in ways that:

- Ensure the planned learning experience has a clear sense of purpose and is enriched by a wide range of additional opportunities for learning and personal development
- Challenge all students to achieve by offering a variety of appropriate teaching and learning methods that are rooted in research and bespoke for our needs.
- Develop a sense of enquiry, an ability to question, solve problems and argue rationally
- Raise aspirations and sets appropriate challenges such that it develops self-esteem, self-worth and self-confidence
- Involve students in the learning process by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements

- Allow personalisation, including one-to-one tuition and individual interventions, when needed
- Foster good learning relationships between teachers and students and between students and their peers, so encouraging tolerance and challenges to stereotypes
- Provide opportunities for students to learn on their own, in a team, or in large or small groups, encouraging a sense of responsibility and self-discipline;
- Encourage reward that values both achievement and effort so that praise in the learning environment encourages students to take responsibilities and opportunities
- Include global, national and local dimensions
- Reflect and make use of current technology
- Keep parents/carers regularly informed about progress, achievements and effort

Assessment

Students are assessed regularly using a variety of methods to ensure that the learning has been effective and any gaps in knowledge can be addressed. The methods to assess students include:

- Do Now
- Knowledge tests
- Summative Assessments (End of term/unit tests)
- End of year exams
- Verbally in lessons
- Using Assessment for Learning (AfL) Techniques
- Mini Quizzes (Whiteboards)
- Any other creative techniques teachers feel are effective in their subjects

Students are monitored and tracked by each Head of Department who reports to the Senior Leaders