



Policy No: 14b(1)

OUR LADY'S ABINGDON (OLA) CURRICULUM TEACHING AND LEARNING POLICY

The current version of any policy, procedure, protocol or guideline is the version held on the OLA website. It is the responsibility of all staff to ensure that they are following the current version.

Document Details

Information Sharing Category	School Domain
Version	1
Date Published	September 2022
Authorised by (if required)	Head
Responsible Area	Leadership Team

We comply with the Government guidance and regulations, currently in force, regarding COVID.

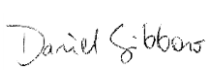

Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

Monitoring and Review:

Reviewed: September 2022

Next Review: September 2023

Signed:

Head	Deputy Head
Mr Daniel Gibbons	Dr Beth Reynaert
Signed: 	Signed: 

1. INTRODUCTION

This policy draws in parts upon the following guidance documents and other OLA policies

[Independent School Standards 2019](#)

[National Curriculum](#)

[National curriculum in England: mathematics programmes of study \(2021\)](#)

[National curriculum in England: English programmes of study \(2014\)](#)

[Guidance about teaching personal, social, health and economic \(PSHE\) education \(2021\)](#)

[Relationships, Sex and Health Education \(RSHE\) \(2021\)](#)

[Promoting fundamental British values through SMSC \(2014\)](#)

[Research review series: religious education \(2021\)](#)

[Teaching about Mental Wellbeing \(2021\)](#)

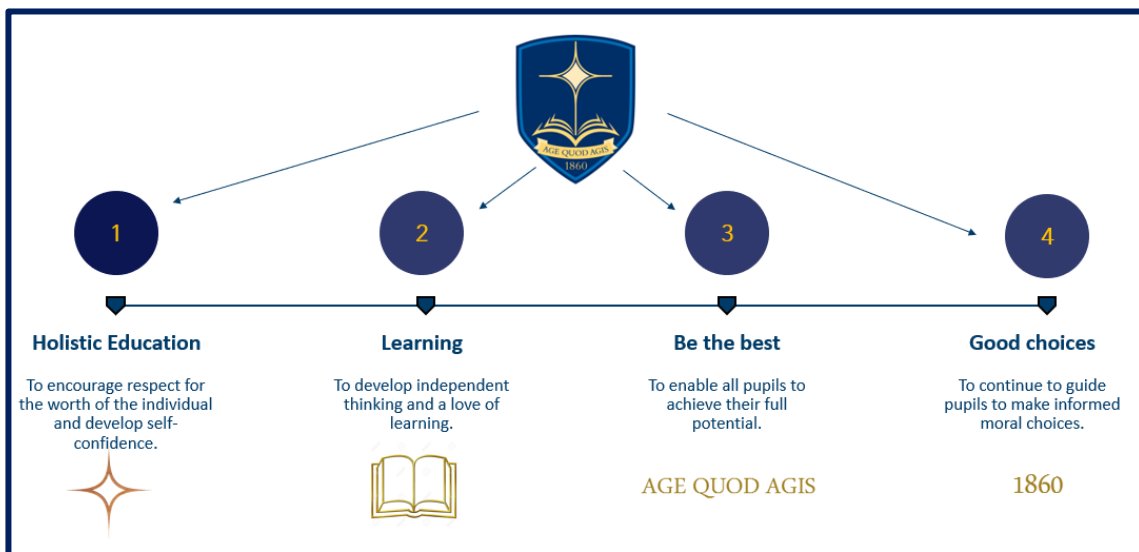
[DfE Careers guidance and access for education and training providers \(2021\)](#)

2. AIMS

In our Mission Statement we recognise that each child is unique and has different needs; our responsibility is to help every child develop skills for life in an ever-changing world. We nurture wisdom, the value of learning, independent thinking, a sense of self-worth and care for each other so that all may reach their full potential.

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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This policy reflects our commitment to providing the highest possible quality of teaching and learning in order to raise standards of attainment for all children. It ensures a consistent approach across OLA by making explicit the best practice to which OLA aspires. This policy sets out the principles which guide the design of our curriculum and to present information on how they are currently applied in practice. The policy is supported by subject curriculum statements and detailed schemes of work, which take into account the ages, aptitudes and needs of all pupils (including those pupils with an EHC plan) and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. OLA has a curriculum which covers a broad range of subject disciplines, delivered through teaching that will enable all pupils to make good progress according to their abilities, and that such progress is properly assessed as part of a continuous process which feeds back into lessons.

Our curriculum aims are:

- To ensure our curriculum provides opportunity to develop the *12 future-readiness skills* (skills commonly identified as important for future success). This includes *Digital Literacy*.
- To provide a broad and balanced curriculum for all pupils, ensuring that there is a match between the pupil and the tasks
- To ensure that there is continuity, progression and challenge for all through the curriculum.
- To cater for the needs of individual pupils, whatever their gender, religious, cultural or social background, in line with our catholic ethos '*To each according to their needs*'
- To build pupils resilience throughout the school by building confidence and skills through class activities
- To facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so as to become independent, responsible, useful, thinking, confident and considerate members of the community, both now and in the future.
- To ensure pupils' development will enable them to play a confident, informed and valued role in society, have a fully developed values system, and be able to interact with, support, help and appreciate other people in a positive way.
- To create and maintain a safe, exciting, and stimulating environment for pupils, staff, parents and visitors to OLA.
- To recognise the important partnership between the pupil, parents and staff and to make every effort to encourage parental involvement in the educational process.
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- To help pupils to develop as a whole person, so that they can make progress and fulfil their potential.
- To develop good and meaningful relationships, showing respect for themselves, respecting and valuing others for what they are and respecting the environment in which they live
- To encourage pupils to learn to be open and honest in their opinions and ideas; remembering at all times the importance of the need to forgive and be forgiven and respecting others viewpoints.

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12 Future-readiness skills ([Global Standards for Digital Literacy, Skills, and Readiness 2021](#))

OLA offers a curriculum which provides a wide range of academic and other experiences for its pupils. The curriculum covers aesthetic and creative, linguistic, mathematical, physical, religious, scientific and technological areas, most of which are further supported by co-curricular activities, clubs or visits.

3. PRINCIPLES OF TEACHING AND LEARNING

Learning is the purpose of the whole school and is a shared commitment. At OLA we recognise that education involves children, parents, staff, governors, the community and the diocese, and that for optimum benefit all should work closely together to support the process of learning. We strive to explore and adopt best practice and as a school, we are committed to our motto 'Age quod agis'.

Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the OLA community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically/digitally competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes spiritual, moral, social, cultural, physical, mental and emotional development
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage pupils to be enthusiastic, committed learners, promoting self-esteem, self-worth and emotional well-being;
- foster in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- develop children's confidence and capacity to learn and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage pupils to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage pupils to value the diversity in our society and the environment in which they live;
- encourage pupils to become active and responsible citizens, contributing positively to the community and society.
- prepare pupils for the opportunities, responsibilities and experiences of life in British society.

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The staff support OLA's principles and ethos by:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with OLA's Positive Behaviour Code;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

We believe in engendering in young people a love of lifelong learning. OLA ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

- **Linguistic** (including English and French) this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading (including phonics screening checks at the beginning and end of Key Stage 1 and further monitoring and the implementation of phonics booster sessions for children who need further support throughout Key Stage 2 as well as writing and speaking and listening opportunities and assessments.
- **Mathematical** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.
- **Scientific** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.
- **Technological** skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.
- **Human and Social** This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.
- **Physical** This area aims to develop the pupils; physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.
- **Aesthetic and Creative** this area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils are encouraged to demonstrate their learning in a variety of ways with regular musical and drama events throughout the year, including: School Productions, Remembrance, Christmas Carol Service and Nativity Play, Easter Service, teatime concerts and the Summer Concert.
- **Speaking, listening, literacy and numeracy skills**

4. PIVOTAL LEARNING: A whole school learning and teaching strategy

At OLA, we have developed Pivotal Learning, an overarching banner for all learning and teaching initiatives. This supports staff CPD and pupil personal development and academic achievements. Current areas of focus are based on OLA priorities:

- a) **Responsive Pivot:** Academic buoyancy – improving pupil resilience
- b) **Thinking Pivot:** Challenge for all – scaffolding and stretch/challenge in the classroom

During the academic year, progress is made by pupils and staff in each 'pivot' area during the following activities:

- *Monday* after-school staff meetings
- *Wednesday* after-school CPD and training
- *Subject and Head of Faculty meetings*
- Working parties to develop best practice

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- School Council viewpoints



BUILD



CONNECT



IGNITE



CHALLENGE



ACTIVATE



COGNITION

Challenge and scaffolding to support are being developed through our membership of NACE and in particular activities which contribute to our drive towards achieving the *NACE Challenge Award* and through SEND training activities.

5. ROLES AND RESPONSIBILITIES

Learning and teaching is a shared responsibility and all members of the OLA community have an important part to play. We ask pupils and staff to *“follow the B.A.S.I.C.S to succeed”* and we adopt a coordinated approach to supporting pupils learning (see *Positive Learning Environment BASICS Pupil Expectations* and *Making the BASICS work at OLA* document) which places pupil progress and welfare at the centre and builds a supportive staff network around each pupil, depending on their need.



All members of the OLA community should work according to the B.A.S.I.C.S and OLA’s aims by:

- valuing each other as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to OLA community;
- providing a well ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.



Deputy Head:

- is responsible for CPD and INSET and sets the learning and teaching focus areas
- has overall responsibility for Pivotal Learning with input from Assistant Heads
- has overall oversight of pupils personal development and academic achievements
- has overall oversight of quality assurance, delegating this to the Assistant Head Academic

Assistant Head Academic:

- is responsible for quality assurance of teaching and learning
- Quality Assurance processes will involve:
 - Consistent use of OLA and departmental policies; programmes of study; pupils’ prior performance data
 - Classroom observation, learning walks, pupil feedback, work scrutiny, pupil data, schemes of work
 - Department analysis of exam results, SEF, development and action plans

Subject Leaders (Lower School) Subject Coordinators and Heads of Faculty (Senior School) should:

- ensure that schemes of work that challenge and stimulate children to achieve their best, are in place;
- stay up to date with recent developments and best practice in their subject and support colleagues by sharing their knowledge and understanding with other members of the teaching team;
- monitor planning, teaching and marking in their subject;
- regularly quality assure departmental processes and feed back to the Assistant Head Academic
- ensure that resources are available and accessible to support learning in their subject.

Heads of Section:

- also have oversight of a pupils academic performance and achievements, in addition to their personal development
- have responsibility to undertake Year group analysis of exam results, when appropriate
- have responsibility to proofread academic reports, identifying any learning issues

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Form Tutors:

- are responsible for day-to-day monitoring of pupil welfare, in relation to their learning and their pastoral care

Teachers will endeavour to:

- provide challenging and stimulating lessons designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with best practice;
- provide clear information on OLA procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;

Parents can support their child's learning by:

- ensuring that their child arrives at OLA wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within OLA and for the teacher's role;
- participating in discussions concerning their child's progress and attainment;
- support OLA's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- being active members of the PA and supporting the work of the PA.

Pupils are encouraged to support OLA's aims by:

- being organised, bringing necessary equipment, etc;
- taking increased responsibility for their own learning.
- Following the OLA B.A.S.I.C.S pupil expectations

The community is invited to support OLA by:

- contributing to activities such as assemblies, outings, clubs, etc;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events

6. CURRICULUM

Key specific features of our curriculum:

- A wide range of subjects offered from KS1 (Year 3) to KS5 (Upper Sixth) and taught in a fortnightly timetable
- Core subjects: English Language and Literature, Maths, Religious Studies
- Separate Sciences or Combined Science (leading to 10 or 9 GCSE's respectively)
- a Modern Foreign Language (French or Spanish) compulsory in Years 7-9 (optional in KS4)
- Dedicated Thinking Skills lessons to develop pupils understanding of how they learn
- A parallel programme in Senior School to support pupils in literacy and numeracy, if they do not study a language
- The essential skills of speaking, listening, literacy and numeracy are developed in all curriculum subjects
- Human, moral and spiritual social development is promoted through the PSHEE programme which is taught through dedicated PSHEE lessons, and also through the religious side of OLA life, both of which reflect the aims and ethos of OLA, and both of which assist pupils to develop a personal moral or spiritual basis for their lives.
- Social and emotional literacy is promoted through everyday activities and through PSHEE and is recognized in positive points
- Input on economic matters and core British values is promoted through the PSHEE programme and assemblies as well as through all curriculum subjects and especially Religious Studies, History and Geography.
- A programme of careers guidance is in place, which makes pupils aware of the continuing breadth of opportunities

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available to them after OLA and prepares them to gain access to the ones they choose.

We are committed to ensuring that pupils are able to participate as fully as possible, in all areas of the curriculum, and that everyone has the opportunity to learn and make progress. To meet the needs of individuals, we employ a wide range of strategies:

- Differentiation through appropriate scaffolding and challenge
- Setting of groups, where appropriate
- individual timetables (including the use of a parallel curriculum for those not studying a language)
- small groups
- learning support interventions (EAL 1:1, ELSA interventions, SEND support)
- individual targets (through a system of Pass, Review, Concern)

Lower School Curriculum:

OLA Lower School provides full time supervised education for pupils from Years 3 to 6. OLA Lower School believes that all pupils have a right to a broad, balanced and relevant curriculum, which provides continuity and progression and takes individual differences into account. From Year 3 onwards, the [National Curriculum](#) serves as a minimum entitlement and, where appropriate to the children, we go beyond the requirements set out in the National Curriculum document. This is especially the case in French, where children have access to specialist teaching from Year 3, and in Design Technology and Science where this is the case in Years 5 and 6. We also aim to enrich our offering through a wide variety of clubs and through themed weeks for Maths, English and Science. Transition to Senior School is greatly assisted by the flexible use of staff and rooms. This means that subject specialists who are based in the Senior School are regularly seen and teach in the Lower School. Some lessons for Lower School pupils are taught in the DT suite and Science laboratories in the Senior School. Experience Days in the Senior School are also arranged for Y5 and Y6 pupils.

English and Mathematics are planned in line with government guidelines using the National Curriculum.

We use the following schemes of work:

- Mathematics-Busy Ants (Collins)
- English- Jonathan Bond scheme of work developed for the school. No Nonsense Spelling.
- Science- Plan Bee
- RE- 'Come and See'
- Geography –Plan Bee
- History – Plan Bee
- Art – Plan Bee
- DT – Plan Bee
- ICT – Purple Mash
- PSHEE – SCARF
- RSE – A Journey in Love
- For other subjects we follow our own curriculum and make links with the Senior School wherever possible.

We aim to provide pupils with the opportunities to further develop their skills in Speaking and Listening, English and Mathematics as part of the broader curriculum. The curriculum, and all its activities, is planned in such a way that is appropriate to the ages and individual needs of the pupils, including any who may have SEND needs or EHCPs. The purpose of the EHC plan is to make special educational provision to meet the SEND needs of the child to secure the best possible outcomes for them. This can involve employing LSAs to work 1:1 with individual children. We believe that all children should have access to an inclusive education irrespective of their language skills. All children with EAL are provided with support where necessary to enable them to access the Curriculum.

PSHEE and Relationships is an important element of the school curriculum. A policy is in place that supports the teaching of PSHEE within OLA.

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The school curriculum is supported by an extra-curricular programme of activities, entitled *OLA Sphere*, which is suitable for the needs of the pupils and linked to their abilities.

Senior School Curriculum:

In Year 7: the pupils use individual timetables with an increased range of subjects, which is a major change and so this is supported and managed by the pastoral system at OLA and the Head of Year 7 and transition. In addition, as concepts become more challenging, setting by ability is used in some subjects to aid learning and in all cases the set sizes for lower ability pupils are kept the smallest. All pupils have exposure to all subjects on offer at OLA to GCSE, with some taught on a carousel basis over the year. Music and Computing are taught to Year 7 and 8 on a fortnightly basis. Additionally, pupils have fortnightly thinking skills lessons in which they learn a variety of cognitive tools for learning.

Years 8 and 9: the pupils are supported by a Year 8/9 Head of Section who oversees their pastoral and academic wellbeing. In order to provide a more enhanced flavour of GCSE subjects, Year 9 pupils are allowed to pick 8 lessons worth of option subjects, which includes Music, Drama, Latin, Computer Science, Design Technology, Food, Textiles and Art. These subjects are taught as 2 lessons a fortnight. Once the curriculum includes optional subjects from Y9 onwards, guidance is available from Senior Staff and Careers specialists who use the feedback from assessment to inform choices. Year 9 have a GCSE Options evening and a parents meeting at which option choices are discussed.

Years 10-11: the pupils are supported by a Year 10/11 Head of Section who oversees their pastoral and academic wellbeing. Option blocks are used from Y10 through to the Sixth Form and OLA always constructs the option blocks on the subject ideas of the individual students in the year group concerned. This avoidance of pre-set blocks ensures that high percentages of personal choices are satisfied. In Year 10, pupils study 3 GCSE options subjects in addition to their core subjects (see appendix 2).

OLA 6th: the pupils are supported by a Head of Sixth Form (with primary responsibility for Lower Sixth) and an Assistant Head of Sixth (with primary responsibility for Upper Sixth) who oversee their pastoral and academic wellbeing. Option blocks are used in Sixth Form and OLA always constructs the option blocks on the subject ideas of the individual students in the year group concerned. This avoidance of pre-set blocks ensures that high percentages of personal choices are satisfied. In the Sixth Form the EPQ enables more individual teaching and learning as preparation for life after school. In Lower Sixth, pupils study 3 A level subjects with EPQ as an additional extra if desired (ie: the 3+ model). A few students decide to opt for 4 subjects.

The co-curricular offerings become more varied as the pupils grow older; The D of E scheme is a good example of this which encourage pupils to learn both teamworking and personal time management.

Throughout OLA, there is an emphasis on support for pupils from the Learning Support Department as well as support systems and adapted timetables for those whose first language is not English or who have high level sporting, or other, commitments. Staff are supported to make their resources accessible to all pupils, whatever their need, so that the appropriate level of scaffolding and challenge are present. It is hoped that early support in the classroom will enable learners to gain confidence, resilience and become more independent in their learning. From Y7 to U6 OLA provides a range of individual access arrangements for examinations.

To provide learning opportunities in environments beyond the classroom the Senior School provides a wealth of visits, trips and experiences in both term time and holiday time. Some arise directly from the curriculum such as fieldtrips or theatre visits. Others enhance learning by cross curricular events such as the New York visit or the Netball tour. OLA also provides very specific learning opportunities for scholars including visits by relevant speakers.

7. MODERN FOREIGN LANGUAGE STUDY

Languages are only compulsory at OLA in Years 7-9. For a small number of pupils, taking a modern foreign language at KS3 is not viable. This may be because they have EAL/SEND needs or they may have never previously studied a language. Pupils must meet a set of stringent criteria before a recommendation is made by either a parent or a teacher for a pupil to drop language study. If the decision is made for a pupil to be removed from language lessons, the pupil will move onto a parallel programme where the

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lessons are devoted to improving the pupils literacy and numeracy, in small groups. SEND interventions may also be delivered, where relevant and appropriate, during these lessons.

Similar principles apply to the study of Latin. In exceptional circumstances a pupil may be withdrawn from Latin lessons and placed instead in a small group SEND intervention or given supervised time to engage with their other subjects.

8. SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

Pupils are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. OLA builds resilience to radicalisation of its students by promoting fundamental British values. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

OLA ensures that principles are actively promoted which:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people, paying particular regard to the protected characteristics in the Equality Act 2010
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- ensures that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. This may be during lessons, or when extra-curricular activities within the school such as debates take place, or through the use of external speakers.

Pupils gain:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies (eg: police, army) can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths or beliefs (including those people who leave their faith or those who hold no faith) should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting unfair or illegal discrimination
- An understanding of why democracy is perceived within the UK as the fairest form of political organization
- An understanding of why taking part in democracy is a good thing and why law-making on the basis of representation in Parliament is seen as better than alternatives

At OLA this is achieved through activities such as:

- Sharing age appropriate material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in the UK and other democracies, in contrast to other forms of government
- Discussions at OLA School council which ensures that all pupils within OLA have a voice that is listened to, and which promotes democratic processes
- using opportunities such as general or local elections to hold mock elections to promote the fundamental British values, and provide pupils with the opportunity to learn how to argue and defend points of view

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- enabling pupils to encounter people of different faith backgrounds
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- considering the role of co-curricular activity, including any organised directly by pupils, in promoting the fundamental British values
- running group activities that teach co-operation and initiative, giving pupils responsibility within the school setting, and enabling pupils to serve other people in the wider community.
- educational visits, and work-shadowing or work experience in relevant organisations, which enhances pupils' understanding of public services
- Enabling pupils to gain knowledge and respect for their own culture and faith, to prepare pupils to interact positively with people of different cultures and faiths

Staff at OLA understand that they must not adopt a stance which supports a particular political view/purpose which might be considered partisan (one-sided). This might be seen if:

- superficial treatment is given to the subject matter, by portraying factual or philosophical premises as being self-evident, with insufficient explanation and without any indication that they may be the subject of legitimate controversy
- the use of data which is misleading or contains misrepresentations and half-truths
- deployment of material in such a way as to prevent pupils meaningfully testing its veracity and forming an independent understanding as to how reliable it is
- the exaltation of protagonists and their motives is coupled with the demonisation of opponents and their motives
- a particular view being advocated as being the 'right' view which must be adopted because otherwise certain presupposed consequences follow
- actions are taken either directly or indirectly to further the interests of a particular political party
- actions are taken either directly or indirectly to procure changes to the laws of this or another country
- actions are taken either directly or indirectly to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country

OLA sets out in its Educational Visits Policy how visiting speakers are chosen and how a balance of opposing views is to be achieved over a period. All speakers are vetted and the content of presentations is agreed beforehand to ensure the talk is congruent with our catholic values and SMSC content. Where a speaker has expressed partisan political views on a subject, OLA will take steps to offer pupils a fair and dispassionate opportunity to learn about alternative viewpoints, by making an assessment as to whether it is appropriate to challenge the speaker's views without delay, arrange for a speaker with opposing views to address pupils at a later date, or present opposing views on the subject to pupils in the course of subsequent class teaching. OLA also considers both the content and quantity of any promotional material which addresses political issues. Irrespective of whether or not it relates to events outside OLA, we will take steps to address any imbalance that might arise from its terms or the predominance of material reflecting a particular view on a political issue.

We promote work and interactions within OLA which respects individuals and difference, and ensures that pupils become familiar with different approaches to religion and culture. Pupils are made aware of the differences between the law of the land and religious law, with some discussion, of an age-appropriate nature, of potential conflicts between state law and religious law, and the implications for an individual living in England.

We celebrate achievement in a number of ways (Classchart points and Head's Award, Newsletter mentions etc) and encourage pupils to have the confidence to undertake difficult tasks and have a wide range of experiences. Pupils are also encouraged to question things which prevent them developing into confident adults.

For more details please see our *Safeguarding and Child Protection Policy*, our *Preventing Extremism and Radicalisation Policy* and our *SMSC Policy*.

9. PERSONAL SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE) and RSE.

Please also refer to our *PSHEE* and *RSE policies*.

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Each child’s Personal, Social, Health, and Economic education informs all aspects of the school day. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. Personal, social, health and economic education reflects OLA’s aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act.

The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows: a. age b. disability c. gender reassignment d. marriage and civil partnership e. pregnancy and maternity f. race g. religion or belief h. sex i. sexual orientation. [RSE](#) is delivered through the PSHEE programme and other curriculum subjects.

10. CAREERS

OLA provides pupils receiving secondary education, access to accurate, up-to-date careers guidance that

- is presented in an impartial manner
- enables them to make informed choices about a broad range of career options
- helps to encourage them to fulfil their potential.

OLA’s careers guidance covers a broad range of the opportunities which are available in wider society, not just those of a type considered particularly appropriate to our pupils. We encourage work experience and similar initiatives. The guidance enables pupils to make informed choices from amongst the different sorts of careers that can be available to school leavers generally.

11. SEPARATING PUPILS BY SEX

Senior school pupils are taught PE in single sex classes. PSHEE groups are also split by gender, as they are linked on the timetable to the PE block. This is helpful if a sensitive RSE topic is being taught. See [DfE Gender Separation in Mixed Schools 2018](#).

12. SPIRITUALITY AND CATHOLIC VALUES

Religious Studies is a core subject and amounts to 10% curriculum time in each year group. All subjects are encouraged to take advantage of any cross-curricular opportunities to promote our catholic values. All students have opportunities across the year to take part in masses and to use our chapel, either for quiet reflection or as part of a year group assembly. We make regular use of St Edmunds catholic church which sits next door to OLA, for key liturgical events. All year groups have a 1 hour Chaplaincy lesson a fortnight in which key Catholic values are discussed alongside current affairs, using The Day resources as stimulus material.

13. SOCIAL AND EMOTIONAL LITERACY (SEL)

OLA promotes and teaches SEL skills through all curriculum subjects. Pupils can earn positive classcharts points when they demonstrate any one of these skills. All pupils are supported to develop these skills over time. Each whole school assembly during the week (Mon and Thurs) has a SEL theme.



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14. MORE ABLE & GIFTED PROVISION

Please also refer to our *More Able Policy*.

OLA has membership of the National Association for Able Children in Education (NACE) and we are working towards the NACE Challenge Award. More Able and Gifted pupils are identified by various means as detailed in our More Able Policy. Pupils who are internally identified are monitored to make sure they are making good progress in relation to their starting points and are catered for in terms of appropriate levels of challenge. Their progress is reviewed regularly. Some students are given scholarships based on their subject-specific abilities.

15. UCAS AND OXBRIDGE SUPPORT

Pupils with a teacher-supported interest in Oxbridge are identified early on and a programme of activities is put in place for these students. Relevant Subject Coordinators act as mentors for pupils preparing their Oxbridge applications. This is coordinated by the Head of Sixth Form and Head of Careers. Form tutors assist in guiding pupils through the UCAS process.

16. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INCLUDING PUPILS WITH AN EDUCATION HEALTH AND CARE PLAN (EHCP) Please also refer to our *SEND Policy*.

Our curriculum is designed to provide access and opportunity for all children at OLA. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents have been consulted. If a child has a special need, OLA complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher makes an assessment of this need and in most instances is able to provide resources and educational opportunities, which meets the child's needs within the teaching group. This child would be marked as requiring Wave 1 level support. If a child's need is more severe, consideration is given to involving appropriate external agencies. We always provide additional resources and support for children with learning difficulties and/or disabilities. This includes providing an individual learning programme (ILP), which is reviewed termly by the SENDCo, teacher and parents.

17. QUALITY ASSURANCE

See *Quality Assurance Process - Raising Achievement Policy*

OLA understands that its teaching should enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. The Assistant Head Academic oversees the calendar for teaching and learning quality assurance, with oversight by the Head and Deputy Head and wider Leadership Team. Quality Assurance consists of:

- Learning walks and lesson observations
- Pupil feedback
- Work scrutiny
- Departmental processes and policies in action

18. TRACKING PROGRESS AND BASELINE ASSESSMENTS

In the Lower School, INCas (GL Assessment) is used to monitor English and Maths, in addition to staff using software called Target Tracker. During lessons and activities, teachers give children feedback in line with the school's feedback and marking policy. Teachers also track children's progress using digital tracking systems, based on children's performance in classwork and in informal assessments. From Year 3 onwards, National Curriculum statements are highlighted in Target Tracker for Reading, Writing and Mathematics.

Each half term, teachers in Year 3 and above award children a level for Reading, Writing, Mathematics and RE using the Target Tracker steps tool. Children are assessed against the National Curriculum expectation as one of the following levels:

b	b+	w	w+	s	s+
beginning		working within		secure	

Teachers may use unit tests or informal assessments to make these decisions, but Target Tracker also provides teachers with guidance according to the number of statements which have been highlighted during the term.

In the Senior School, CEM baseline testing is used (MIDYis, YELLis and ALIS) to provide indicative data.

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19. PLANNING FOR EFFECTIVE LEARNING

- Subjects have Policy Statements and Schemes of Work that are reviewed regularly for balance and relevance. Schemes of Work incorporate opportunities for appropriate differentiation.
- Teachers are responsible for producing lesson plans according to the scheme of work. In the Lower School, these should be saved systematically in the planning section on the shared area.
- Planning should include a learning objective and success criteria, as well as information about support, resources and differentiation.
- Evaluation takes place especially in relation to meeting individual needs and the effectiveness of resources.

20. CLASSROOM ORGANISATION AND MANAGEMENT

- All pupils and staff follow OLA's standard for pupil expectations; the OLA **B.A.S.I.C.S**
- All staff are expected to utilise effective strategies for managing behaviour and encouraging pupils to act responsibly
- All teachers should actively think about and do their best to secure proper management of pupil behaviour, and that includes putting OLA's Positive Behaviour Code into operation from day to day
- Learning activities are given appropriate time so that pupils may understand what is being taught. Lessons are well paced to maintain motivation and progress. Teachers look for opportunities to exploit time and space and use cross-curricular links with other subjects where appropriate.
- Flexibility is shown either to meet individual needs and add variety, or because of unseen problems or opportunities, to make a particular learning point.
- Transitions between activities are handled carefully so that all pupils can move on with a sense of purpose and success.
- Discipline is maintained in a fair and firm manner. Pupils learn because they are encouraged not because they work in fear. Pupils and teachers understand what is acceptable behaviour and what sanctions will be employed should standards slip.
- The learning environment is carefully monitored and all materials or resources are of the highest quality and are treated with respect. The teachers (in their dress and manner) contribute to this understanding of respect. Classrooms are positive, bright, stimulating and welcoming.

21. TEACHING SKILLS WHICH ACTIVATE PUPIL LEARNING

Teaching at OLA involves well planned lessons and effective teaching methods, activities and management of class time. OLA ensures that any CPD related to learning and teaching is always evidence-informed and based on best practice. We regularly make use of research evidence from the [Education Endowment Fund](#) (EEF), [Evidence-Based Education](#): Great Teaching Toolkit, and publications such as Rosenshine's Principles of Instruction.

- All lessons should have a clear objective and pupils should understand how they can be successful.
- Pupils should receive regular constructive feedback.
- Staff show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
- Staff ensure that teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Staff ensure that teaching does not discriminate against pupils contrary to Part 6 of the 2010 Equality Act
- Teachers regularly assess pupils and lessons are adapted accordingly to meet their needs.
- Teachers make the learning activities clear by effective presentation using a variety of methods.
- Teachers utilise effectively classroom resources of a good quality, quantity and range, so that pupils are exposed to a sufficiently wide variety of stimulating material.
- when the teaching of subjects touches on matters covered by the SMSC standard, such as forms of government or political ideologies, the resources (books, films etc.) used for teaching should be of a range which fulfil the requirements of the SMSC standard, for example, by representing a range of views.
- Teachers are aware of the indirect messages they may give. Therefore, they consider carefully the language they use, the type of humour they use in their lessons, the examples they give, the way they encourage quiet pupils, the time they spend with particular pupils, their marking turn around time and so on.
- Pupils should not be actively encouraged by teachers or others to support particular political viewpoints

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- Good direct teaching requires staff who really know their subject, therefore staff are expected to be fully in command of subject material.
- Teachers try to use their voices in ways that are clear, varied, interesting and welcoming.
- Questioning is an important part of learning. Pupils are encouraged to phrase their own questions and develop an enquiring mind so that they become more independent learners.
- Within the wide range of teaching styles that are appropriate to any subject, all teachers should ensure that their lessons include:
 - a mixture of effort by both the teacher and the pupils
 - opportunities for pupils to speak and respond both to the teacher and to each other
 - time for pupils to write notes or consolidate discussion in written form
 - varied presentational styles and activities in order to keep lessons stimulating
 - differentiated strategies (to include scaffolding and challenge) suited to different learning needs and styles
 - effective use of the resources available including books, handouts, projections, displays and IT equipment, etc.

22. INDEPENDENT LEARNING

- The way pupils learn is important and we therefore place some emphasis on interactive and co-operative learning and on devising lessons that draw on the different knowledge, aptitudes and learning styles of individual pupils.
- Independent learning is a goal both inside and outside class. Teachers should plan lessons that encourage pupils to take an active role in constructing their knowledge, skills, attitudes and understanding. This includes setting research tasks, collaborative projects and problem solving challenges. Pupils should be encouraged to think for themselves, ask questions and come to answers through discussion and reflection. Lessons should include opportunities for pupils to lead discussion, work together and work independently.
- Pupils are set homework regularly in accordance with the school homework policy.

23. EXAMINATION PREPARATION

Examination success is important because of the opportunities it opens to pupils. It is therefore essential that in addition to learning freely and independently, pupils also be taught the knowledge and skills required for high performance in examinations. These objectives are not mutually exclusive - independent learning should be better preparation for examination success than spoon-fed learning because the knowledge will be better internalised - but there is clearly a place for specific instruction in the requirements of different assessment types, the essentials of examination technique, and the analysis of past examination performance.

Appendix 1 – Senior and Lower School Curriculum Model

(see separate document)

Appendix1 - Ability Setting/Banding

Year 7

SUBJECT	NOTES
French	French setting is drawn up on entry based on previous exposure to the language and/or ability (including VR scores) and are adjusted as necessary.
Mathematics	Provisional Mathematics sets are drawn up on entry based on information from the entrance examination and are adjusted as necessary, based on the results of a common test taken towards the end of November, at which point they become sets. Further adjustments may be made if necessary throughout the year.
Spanish	Spanish setting is drawn up on entry based on previous exposure to the language and/or ability (including VR scores) and are adjusted as necessary.

Year 8

English	Setting is based on performance during Year 7. Set placings are discussed fully by the staff concerned and movement between sets takes place if appropriate. Sciences are split into Biology, Chemistry and Physics. The timetable works in such a way that a pupil must be in the same set for all three sciences.
French/Spanish	
Mathematics	

Year 9

English	Setting is based on performance during Year 8. Set placings are discussed fully by the staff concerned and movement between sets takes place if appropriate. Sciences are split into Biology, Chemistry and Physics. The timetable works in such a way that a pupil must be in the same set for all three sciences.
French/Spanish	
Mathematics	
Sciences	

Years 10 and 11

English	Setting is based on performance during Year 9. Set placings are discussed fully by the staff concerned and movement between sets takes place if appropriate. Sciences are split into Biology, Chemistry and Physics. The timetable works in such a way that a pupil must be in the same set for all three sciences.
French/Spanish	
Mathematics	
Sciences	

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Appendix 2 – Option Choices

Year 9

Pupils choose 8 lessons worth of subjects from a list which is reviewed annually. Each subject is taught as 2 lessons.

Bl	A	Bl	B	Bl	C	Bl	D
La	18	De	20	CS	19	Ar	16
Tx	9	Fo	12	Tx	14	De	13
Fo	13	CS	8	Dr	17	Fo	12
Ar	10	Mu	10			Dr	9

Year 10

Compulsory subjects at GCSE or IGCSE are English, English Literature, Mathematics, Religious Studies and Science leading towards the Combined Science qualification (worth two GCSEs) or the Separate Science qualification (worth three GCSEs). In addition, pupils may choose one subject from each of 3 option pools. Blocks are constructed to enable as many pupils as possible to study the subjects of their choice. GCSE Option blocks for 2022-2023:

GCSE blocking (Code: 1397):

Block A	Block B	Block C
PE	Food	Design Tech
Art	Art	Textiles
History	French	Computer Science
Geography	History	Latin
Spanish	Design Tech	PE
Computer Science	Drama	Geography
	Music	

Sixth form

In the Lower Sixth, students are encouraged to choose up to 3 subjects from the 4 option blocks on offer. Blocks are constructed to enable as many students as possible to study the subjects of their choice. Lower Sixth Option Pools for 2022-2023:

A level blocking (Code: 1393):

Block A	Block B	Block C	Block D
Further Maths	Psychology	Economics	Latin
English Lit	History	Computer Science	Art
Design Tech	Maths	Geography	Business St
Biology	Food	Chemistry	Physics
Media	PE	Textiles	RS

Additional examined subjects in the timetable: EPQ.

In the Lower Sixth, all students have 2 lessons of games/sport on Wednesday afternoon.

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Appendix3 – Curriculum summary

An overview of the curriculum is available on request.

Additional notes:

- Pupils wishing to study French, Latin or Spanish as an option at GCSE level must select the subject in Year 9.
- Non-examination Physical Education/Games is compulsory throughout the school.
- PSHE is compulsory throughout the school.
- Provision for pupils with SEND is done on an individual basis and may include a reduced timetable and/or additional support. Where feasible, provision is made for pupils with SEND to access all areas of the curriculum.
- Although 3 A Levels is the norm in the Sixth Form, there is some flexibility, and according to their needs, students may be advised to study fewer subjects. Some students may choose Further Mathematics as an additional A Level and some may choose to complete the EPQ (Extended Project Qualification).
- In the Sixth Form, 8 periods a week are timetabled for all subjects. Classes with fewer than 4 students may have a reduced amount of contact time with a teacher.
- The non-examination Enrichment Programme is an essential part of the Sixth Form curriculum. It includes essential life skills, religious studies, careers advice, community service, visits and visiting speakers and covers a wide range of topics.