

CURRICULUM STATEMENT

CURRICULUM DEFINITION

The Venture view, in line with the OAT view, of curriculum is that:

- It extends between the ages of 11-16 at Venture, within a wider coherent curriculum from ages 2-19.
- It includes both the formal timetabled curriculum and all the informal learning and development that occurs outside the timetable.
- It is a plan or strategy for progression for our pupils: how we move them from a state where they have not acquired specific knowledge, skills, experience and dispositions, to a state where they have acquired these.
- It encompasses everything that pupils acquire: what they know, what they can do, what experiences they have had and how they are likely to behave.
- It involves a deliberate choice to select, from all the possible knowledge, skills, experiences and dispositions, those which we believe pupils should acquire.
- It responds to well-designed assessment which tells us whether pupils have acquired what was intended.

CURRICULUM CORE AIMS

In Venture, like all OAT schools, the purpose of the curriculum is based on our purpose as a Trust:

- **TEACH** – the curriculum sets out the knowledge and skills pupils are entitled to
- **DEVELOP** – the curriculum sets out how pupils will develop socially and emotionally
- **CHANGE** – the curriculum should be designed so that any pupil can excel, so that no one is disadvantaged, barriers are removed and there is equal opportunity for all

CORE AIM	STRAND	WHAT DOES THIS MEAN?
TEACH	Strong Foundation of Knowledge and Skills	<p>Students develop knowledge that will become durable and transferable across the curriculum, so they develop cumulatively robust knowledge and skills for future learning and employment. We will:</p> <ul style="list-style-type: none"> ▪ Develop interconnected knowledge through a <i>coherently</i> planned curriculum. ▪ Enable students to secure a strong foundation of <i>core knowledge</i> and skills through strategic engagement and regular retrieval practice. ▪ Provide students regular opportunities for <i>complex application</i>.
	Cognitive Skills	<p>Building the cognitive skills of students is an integral component of our curriculum to support our students in becoming independent and adaptable to new contexts. We will:</p> <ul style="list-style-type: none"> ▪ Develop students in securing their <i>long term memory</i> of core knowledge. ▪ Enable students acquisition of <i>metacognition skills</i> so they can identify areas of strength and effectively take ownership of their areas of development across the curriculum. <p>Provide students with <i>problem solving and reasoning proficiency</i> so they can think abstractly and tackle complex application of knowledge and skills to new contexts fluently and independently.</p>
	Literacy and Numeracy	<p>We are steadfast in our commitment to equipping every student with the vital literacy and numeracy skills needed to be successful in Key Stage 3 and 4, future learning and employment.</p> <p>Student's reading, writing, oracy and numeracy skills are strong and transferable not only to all areas of the curriculum, but to new contexts beyond the curriculum that will prepare them to be successful communicators in future learning or employment.</p>
	Vocabulary	<p>Students acquire new vocabulary through the explicit teaching of language in context and regular exposure, embedding it in long-term memory. Our curriculum will ensure all students develop their language, general vocabulary and use of subject-specific, professional and technical vocabulary expertly.</p>

CORE AIM	STRAND	WHAT DOES THIS MEAN?
DEVELOP	Venture Values	<p>We are committed to ensuring that the personal development of our students is a core component of the academy and is embedded through all areas of our curriculum. Our Venture Values:</p> <ul style="list-style-type: none"> ▪ Develop students that are resilient to setbacks and take pride in their achievements. ▪ Enable students to be well prepared to respect others and contribute as a 21st-century global citizen to wider society and life in Britain and beyond. ▪ Provide students with a level of cultural capital that ensures they can thrive in future learning and employment.
	Myself and my well being	<p>The curriculum will provide reflective and stimulating opportunities for students to build character and personal mindfulness. We will:</p> <ul style="list-style-type: none"> ▪ Develop what mental and physical wellness and support students to understand why these are important. ▪ Enable students to judge whether they are well, what they can do if they become less well, and how to keep safe ▪ Provide students with the skills to make choices by learning what is distinctive about themselves, in their character, interests, and abilities.

CORE AIM	STRAND	WHAT DOES THIS MEAN?
CHANGE	Knowledge for opportunity	<p>The curriculum capitalises on wider opportunities that will enrich both learning and future pathways.</p> <ul style="list-style-type: none"> ▪ The curriculum should teach pupils how to turn education into opportunity, including Careers Education Information, Advice and Guidance (CEIAG). ▪ This includes making the most of learning time outside the formal timetable, making informed choices about which subjects to study, and understanding established pathways into education, careers and independence. ▪ The curriculum exposes students to opportunities in the economy that they would not otherwise have encountered.
	Extended Learning	<ul style="list-style-type: none"> ▪ Wherever possible, the curriculum is shared with parents, particularly the core knowledge and skills. ▪ In designing the curriculum, opportunities to practise at home are part of the plan for retrieval practise, taking into account what support parents in different circumstances may need in order to be active contributors.

CURRICULUM EXPECTATIONS

Students and parents can expect the following from Ormiston Venture Academy:

- We are ambitious for all of our students through every aspect of our curriculum. Driven by a commitment to social justice and ambition, our curriculum is underpinned with academic rigour for all. Our curriculum is rooted within our locality, its history and future potential, enabling meaningful partnerships with parents and the wider community.
- All Venture students should develop in music and the arts, in technical and technological skills, in sport and physical activity and socially and emotionally, to the extent of their potential. Opportunities to do so are available to every students and where students do not pursue these in the formal curriculum they are actively encouraged to do so in the informal curriculum.
- We follow the full intent of the National Curriculum for Key Stage 3.
- In Key Stage 4, all pupils will study English Language, English literature, mathematics, science (double award), PE, and PHSE/religious education. While we consider the study of PE, PSHE and RE to be essential, undertaking a qualification is not essential. In a two-year Key Stage 4, pupils will always be offered three options in addition to their core subjects.
- All students have the right to study the EBacc in Key Stage 4, regardless of prior attainment. We guide and advise pupils to study a combination of subjects that will give them the best foundation for their next stage, but do not constrain their choice.
- All pupils are entitled to undertake a qualification in at least three of the following: a modern foreign language, history, geography, and computer science.