

ORMISTON MERIDIAN ACADEMY CURRICULUM AMBITION: TO SHAPING LIVES, BUILDING AMBITION AND IGNITING FUTURES

<p><i>To provide a safe and stimulating environment where our students can develop personally and intellectually.</i></p>																	
<p><i>To help our students to develop the knowledge and skills they need to take advantage of opportunities, to become responsible, safe and healthy citizens in modern Britain, and to succeed in life.</i></p>																	
<p><i>To embrace the Ormiston Meridian values of courage, honesty, ambition, inspiration and respect.</i></p>																	
Our Ambition is for...	A curriculum that helps to keep our children SAFE & HEALTHY	Internet safety education	Physical Health and Fitness	Mental Wellbeing	Healthy Eating	Drugs education	Health, Basic First Aid and Changing Adolescent Body	Relationships & Sex Education	Anti-bullying Anti-racism Anti-extremism	Year Team pastoral care Non-teaching key stage managers	SLT On Call system	Safer Recruitment Processes	Annual Safeguarding Training	Staff vigilance			
		PERSONAL DEVELOPMENT (PSHE/SMSC/FBV)	BRITISH VALUES		Democracy			Rule of Law			Respect & Tolerance		Individual Liberty				
			CHARACTER DEVELOPMENT		Know how to keep safe				Understand the world of work and post-16 choices			Understand the role of being a good citizen					
		Student Leadership (SSAT accredited)	Princes Trust		Memorable experiences that improve cultural capital including our entitlement and enrichment pledge			Activity Days, trips and events	Extra-curricular clubs	Sport fixtures	Overseas trips and visits		Careers education & employer encounters	Fundraising	Duke of Edinburgh		
		RE	Key stage 3 – Following SACRE (more ambitious than national curriculum). PSHE, assemblies, form time activities, enrichment							Key Stage 4 – Option group, year 10 curriculum, PSHE programme, assemblies, form time activities							
	INTELLECTUAL DEVELOPMENT	Academic Pathways Y7-11 (KS3 and 4)						GCSE, Vocational and Technical Pathways Y10-11 (option subjects)									
		English, Maths, Science, French, Geography, History, Music, PSHE, RE, Art, Dance, Drama, Technology, RE						Psychology, Computer Science, Urdu, Travel and Tourism, Health and Social Care, Engineering, Hospitality and Catering, Sport,									
	A curriculum that is DELIBERATELY PLANNED	Component knowledge and skills are identified with a clear focus of 'ambition for all'			Learning is sequenced so that new knowledge builds on what has been learned before			Challenge increases over time 'Need to knows' and 'good to knows'		Learning builds towards clear end points			The curriculum builds from key stage 3 to 4				
	A curriculum that is APPROPRIATE & ACCESSIBLE	LITERACY	Identification through regular testing and early intervention		Age-appropriate texts 'Reading widely and often', linked to FBV		A Four Tier approach to improving reading		Explicit vocabulary teaching (tier 3) 6 pillars of literacy at OMA		Numerical Fluency	Number	Operations and calculations	Data handling and data analysis	Shape, space and measures		
		SEND	Wave 1- quality first teaching (support for all)			Wave 2 – Targeted support (Support for some)		Wave 3 – Personalised intervention 'exceptional support'			Achiever plans and faculty provision maps						
PP Barriers		-ve attitudes to academic subjects		Absence rates		HAIL activities		Ability to read fluently		Lack of cultural capital		Lack of aspiration/ambition		Lack of core emotional/mental strength			
EXTENDED LEARNING		CUP groups	Core Subject interventions		LSC		Leadership groups		Counselling service	Numicon lessons	Literacy lessons	Peer mentoring	Morning nurture group	Lunch Clubs activities (sports)	HAIL clubs		
EAL SUPPORT		New arrivals support				Reading and comprehension support				In lesson support		1 to 1 support/language support					
How do we know?	SEF			Academy Improvement Plan			Curriculum Reviews		Faculty Action Plans			Schemes of Learning		Standardised assessments			
We will achieve this by.....	"OMERA TEACHING AND LEARNING MODEL"																
	Expectations							RRDAC									
	Immediate Starter – R and R activity that is differentiated – 'must know' and 'good to know' (challenge) activity		Correct at the door		High expectations		Seating plans (mintclass)		Recap and Retrieval activities (wonder wall, cops and robbers, starter for 10)		Deliver new learning (chunked, stepped)		Diagnostic checks to identify gaps in learning				
					Insist on "STANDARDS"				Clear explanations and instructions (avoid cognitive overload)		Model and demonstrate		Learning check points (eg POMS)		Responsive teaching: rephrase, reteach, effective questioning –LOTS to HOTS		
					Success Score/house points		Be vigilant	"PiP & RiP"	Opportunities to apply new learning		Promote discussion (Oracy)		Regular low-stakes Recall activities		AR assessments Learning checkpoints		
	Do it now tasks		Leader of learning identified		Use rewards and warnings/sanctions consistently				support and challenge		Appropriate resources		Self and peer assessment		Marking		
	Meet, seat and greet	Range of questioning techniques (mini wb, T-P-S, no hands up, pose-pause-pounce, best or 1 st answer)			Follow academy behaviour protocols				Key Words (spelling, definition, usage)		HAIL		Question-level Analysis (QLA)		DDI wave 1 and 2		
						Provide time and appropriate activities to practise and apply new learning				Assessment used to help memorisation: recall, interleaving							
How do we know?	Learning Walks			Work Scrutiny			Lesson observations		Curriculum Conversations			Student Voice					
This will result in....	PERSONAL DEVELOPMENT (SHAPING LIVES)							ACHIEVEMENT FOR ALL (BUILDING AMBITION)				PREPARATION FOR THE NEXT STAGE (IGNITING FUTURES)					
	Improved attendance				Improved behaviour			Improved outcomes							Secure Futures		
	A sense of 'belonging' through the house system and leadership opportunities		Children feel safe in school		Children are happy in school			Students' work across the curriculum is of good quality Improved spelling, reading and comprehension age scores							Gatsby benchmarks achieved and external careers accreditation		
	Improved punctuality to school and lessons		Fewer high profile call outs		Improved self-confidence			Students are learning the curriculum over time and as a result they know more, can do more, and can remember more				CEIAG is effective, resulting in successful transition from key stage 3 to 4 enabling success in option subjects					
Fewer behaviour incidents		Fewer exclusions		Improved success scores and rewards			Students read widely and often with fluency and comprehension appropriate to their age							Successful transition to college/apprenticeships to study appropriate level qualifications that build upon qualifications gained			
How do we know?	Students are ready for next stage of education, employment or training (NEET figures)					Improving A8 score	Improving P8 score		Improving %EM4		Improving %EM5	Improving SEND A8/P8 score			Improving PP A8/P8 score		
	SEF	CDT/faculty minutes	Work Scrutiny	Lesson observations	Curriculum Conversations	Internal assessments	Faculty Reviews	Staff Voice	Student Voice	Parent Voice	NEET data	Progress Board info					