

Curriculum Statement

Overton School

Approved by:	Omar Salahuddin, Principal
Last reviewed on:	26/08/20
Next review due by:	25/08/21

CORE VALUES

Our curriculum is underpinned by our core values of:

- Honesty
- Care
- Responsibility
- Respect
- Leadership
- Resilience

CURRICULUM INTENT

We are committed to providing a curriculum with breadth that allows all of our students to be able to achieve the following:

Secure development and achievement...

- provides opportunities for students' personal development.
- allows students to achieve their personal best.

Prepare students for "life beyond Overton" ...

- challenges, motivates, inspires and leads to a lifelong interest in learning.
- prepares students for further education whether academic or vocational and for the world of work.

Promote active community involvement...

- ensures students are prepared for life in modern Britain.
- offers a wide range of quality extra-curricular opportunities for personal development.
- involves working with the community to promote local, national and global awareness.

CURRICULUM IMPLEMENTATION

THROUGH TRANSITION

Our transition programme enables us to develop strong relationships and personal knowledge of all our students. Being a small school enables us to quickly get to know individuals and create a supportive ethos. Members of the SLT and pastoral team visit previous placements, homes or other to meet with parents and students. The SENCO meets teachers and professionals to discuss the needs of identified students. Students identified as more vulnerable are given bespoke transition with individual/small group visits.

At Overton School, we understand change and transition can be difficult and we aim to make it as customisable as possible. The 'Overton way' is to devise bespoke transitions tailored to support each pupil and their needs. This is achieved by planning and discussing processes with parents/carers, LA and professionals to devising actions and reviewing them as an ongoing basis based on the individual progress.

We set students according to their prior attainment and progress in all academic subjects from the start of Year 7 in order to accelerate their learning. In Maths and English departmental leaders do questions level analysis of BKSP online assessments performance to highlight strengths and weaknesses, allowing them to adapt the curriculum from early in year 7.

We update our parents/carers and LA about pupil progress on a regular basis, however in transition process, we do this by the end of the term to see how students have settled and together we identify areas to improve cross-phase in transition.

THROUGH NURTURE PROVISION

Nurture provision is provided to all our pupils with bespoke curriculum pathways to include therapeutic and life skills lessons in parallel to mainstream lessons. This nurturing curriculum process allows pupils to develop their social, academic, life skills, vocational and other targets based on the EHCP targets. The impacts of these are recorded on the AET or IASEND framework. The nurture provision allows pupils to develop skills but also allows them develop personal development processes and reducing anxieties.

THROUGH ENRICHMENT

We believe learning outside the classroom is as essential to students' development as learning within the classroom, and so ensure our students experience a wealth of extracurricular opportunities. We offer a real breadth of experiences with students participating in, for example, the National Citizenship Service, UKMT, and Duke of Edinburgh Award Scheme.

We offer outstanding opportunities in SMSC, with visits, plays, pantomimes, choir, instrumental lessons, drop-down days, arts competitions and much more besides. The school has a comprehensive enrichment offer to complement the taught curriculum in subjects. This includes study support lessons, trips, working with subject experts.

THROUGH TEACHING, LEARNING & ASSESSMENT

At Key Stage 3 students study a broad and balanced range of subjects. A strong core of compulsory academic subjects gives students the relevant skills and preparation to qualifications to successfully progress into key stage 4. This traditional core of English, Maths, Science, Humanities and Sport is complimented by an extensive range of options at KS4, including: the arts, sports, hospitality and creative media subjects and a range of vocational courses. Year 10 and 11 students also have a dedicated 'Social skills' lesson each week.

Lessons at Overton follow our model ensuring the following key features are embedded in lessons:

Fast Four retrieval practice at the beginning of lessons to support learning - i.e. long term retention and transfer to different contexts.

- Regular progress checks to assess key constructs and inform next steps
- Re-teaching where misconceptions or errors have been identified.
- Study skills embedded in the context of subjects across the curriculum

These features enable students to effectively retain knowledge and apply it with increasing confidence.

THROUGH PERSONAL DEVELOPMENT

Our pastoral system is founded on the 'Happy, Well Educated and Generous in Spirit' via a growth mind set model that is highly visible around school and all students are familiar with. Through a mixture of dedicated weekly 'Social Skills' lessons and collapsed timetable days, run in collaboration with a wide range of external providers, students study all aspects of SMSC and PSHE. Examples of how these areas of the curriculum are implemented are as follows:

- Spiritual - A calm space with a range of activities based around reflection and the opportunity to explore faith and oneself.
- Moral - Students run a diversity group that looks at equality issues and recently received an educate and weekly themes
- Social - Students follow a PSHE curriculum as part of their character education.
- Cultural - The school runs regular charity and outreach work based on pupils choices. Community projects range from work with Homeless Charities and 'Random Acts of Kindness' to Old Folks Tea at local care homes.
- Personal - We work with the local MPs to look at democracy in action.
- Health - Students follow an SRE curriculum targeting the areas identified through student voice.

To encourage take up of these wider opportunities, the school runs an Overton Pledge challenge where students are rewarded for participating in wider initiatives.

CURRICULUM IMPACT

The impact of the school's curriculum is measured through several means:

- Progress towards the AET framework.
- Progress towards the IASEND framework.
- Outcomes for students at Functional Skills, BTEC, Vocational Courses and GCSE in Y11.
- Outcomes for students at Functional Skills, BTEC, Vocational Courses and GCSE in Y13.
- Progress and attainment data for current year groups.
- Destinations data.
- Attendance data.
- Behaviour logs.
- Engagement in enrichment activities.