



# THE ORATORY

## THE ORATORY SCHOOL

### CURRICULUM POLICY

Policy Owner:	Deputy Head Academic
Type of Policy:	Regulatory
Regulatory Body* (if a regulatory policy)	DfE
Relevant Legislation* (if a regulatory policy)	N/A
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Linked policies	Academic policies, particularly T and L, SEND and EAL

1. The Oratory School aims to give its students experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, creative, diverse, cultural, and moral education. We ensure that all students acquire skills in speaking and listening, literacy, numeracy and use of ICT. Religious Studies is a core subject for all students up to GCSE, and members of the 6th Form also receive a period a week of Religious Education.
2. Students receive personal, social, health and citizenship education which reflects the school's aims and ethos. This is delivered partly through academic tutors and partly through visiting speakers. (see separate PSHE policy). All students have a period a week with their Academic Tutor, which is also partly for the purposes of academic monitoring.
3. Students receive a broad, balanced and relevant education which provides continuity and progression and takes individual abilities and differences into account. We take into account not only the intellectual, but also the social, personal, emotional, cultural, moral and spiritual needs of students.
4. We aim to provide subject matter appropriate for the ages and aptitudes of students, and to provide appropriately for students with different needs: SEND; More Able; EAL (see separate EAL policy). Where a pupil has a Statement of SEND, we provide for them an education that fulfils its requirements (see separate SEND policy).
5. All students have the opportunity to learn and make progress and to provide an effective preparation for the opportunities, responsibilities and experiences of adult life.
6. We provide appropriate careers and universities advice to students at all stages, in accordance with their ages and individual needs.
7. We believe in the enduring value of traditional academic subjects, and use these as the framework for our curriculum. Equally, we regard physical and creative experience as being vital in the full development of our students. Sport is integral to the structure of the week, and all students who are fit take part in an extensive sports programme.
8. Opportunities are encouraged across the curriculum for students to develop study skills including Study Skills sessions delivered by the Curriculum Support department and a presentation to Years 10 and 12 from an external provider at the start of the academic year, and to engage in active and independent learning.

9. Examination courses are chosen largely by individual departments, under the supervision of the Deputy Head Academic, in accordance with the needs of students. Departments are encouraged to consider alternative boards and examinations, including the IGCSE, if these are appropriate.
10. The school uses 45 minute periods (with a 5 minute break between). This is a new format under review from September 2024.
11. In 1<sup>st</sup> and 2<sup>nd</sup> Forms students follow a common curriculum which is based on national norms. In addition, all students study Latin, Spanish and French in 1<sup>st</sup> Form (reducing to two from these three in 2<sup>nd</sup> Form) except a small minority who do extra EAL or Curriculum Support. Students have a period a week of Music, 2 (or 1) periods of DT, and 2 (or 1) periods of Art, encouraging the creative element in education. The three sciences are delivered separately but by the same teacher in Years 7 and 8..
12. In the 3<sup>rd</sup> Form, there is a largely common curriculum. In addition to the subjects inherited from the 2<sup>nd</sup> year, students continue to study two languages – French, Spanish or Latin. Students continue to have 2 periods a week of Art, and 2 of DT. There is a period a week of Computer Studies, and 2 of PE. All students study a period each of Drama and Music.
13. In the GCSE years, all students study English (Language and Literature) or English as a Second Language, Mathematics, and Religious Studies as core subjects. In most cases, students study at least one Foreign Language, and are given a free choice between those they have studied. Students are required to do either three separate sciences, or study Combined Science. Otherwise, students are allowed to choose subjects as freely as the timetable will permit, with the advice of their tutors and housemasters. Students may usually study up to 10 GCSEs within the timetable; most do 10 or 9 but in a small number of cases, fewer. Students not doing a full complement of subjects have supervised study periods, in which they may have support from Curriculum Support or additional EAL tuition.
14. In the 6<sup>th</sup> Form, there is a wide range of subjects on offer for A Level, and students are allowed to choose combinations freely, being constrained only by what can be timetabled. L6th students do either 3 or 4 subjects but most students do 3 A Level subjects – with a minority doing 4. IELTS is taught as an option for EAL students requiring it. The Extended Project is available to students wishing to take it. Special preparation is provided for students aiming at Oxbridge, medical school, and other competitive applications.
15. Setting by ability is preferred in some subjects, other things being equal. From the outset in the 1<sup>st</sup> year, setting is often used in Mathematics and English. In the 3<sup>rd</sup> year, a number of subjects are setted, though not always by ability in the subject area: some subjects inherit English or Maths setting. In the GCSE years, there is setting for the

core subjects of Maths, English and RS; in other subjects sets are usually dependent on the options a pupil has chosen; it is not generally possible to set for other subjects, owing to the policy of giving students a wide choice of options. There is rarely setting in the 6<sup>th</sup> Form.

16. In the 1<sup>st</sup> to L6<sup>th</sup> years, a number of students meet for Scholars sessions of extension for the academically More Able, including when aiming for scholarship preparation. Ideally, Scholars sessions are provided weekly. There is also a range of societies and clubs, some of which are academic, to encourage those who want extension or enrichment in various directions. These may take place in dedicated Co-curricular Activities sessions as well as the evenings.