

The Curriculum at OIEA

Our curriculum vision and ethos

Our curriculum is designed to fit our Vision and Ethos:

Believing that outstanding education transforms lives

Persisting until we succeed

- Our vision is to be a school for the whole community. Students will be supported to succeed whatever their ability and background. They will leave ready for their next steps on to further education and beyond, and they will understand their role in the local, national and global community. A sense of pride, high standards, equality, inclusivity and acceptance of diversity will be forged through a wide range of learning opportunities not limited to the classroom or school buildings.
- Teachers will also continue to learn and to develop their own skills, so that the academy always develops and continues to move forward and excellence in teaching and learning remain our priority. The mutual respect of lifelong learning in a nurturing, sharing and supportive culture will be clear to all.
- The academy is committed to working with families to ensure we fulfil Ormiston's mission to become the Trust that makes the biggest difference, both inside and outside the classroom.
- Support from local business people and Universities will help students to continue a love of learning, to gain new insights and discover new opportunities into the world of work.
- We are proud to be the local school for the local community. We have a reputation for supporting learners and their families to achieve their potential whilst fostering the community cohesion that makes Ilkeston so strong and so special.

How we designed our curriculum

At Ormiston Ilkeston Enterprise Academy (OIEA) we offer an aspirational curriculum that provides all of our students with the opportunities to learn, succeed and enjoy. Our curriculum also covers the skills necessary for our students to succeed in school and adult life.

As an Academy, we reflect on our curriculum provision through the following areas:

Curriculum Intent – we carefully map out the knowledge and skills that students need to develop at different stages as they progress through school.

Curriculum Implementation – we continually reflect on how students are taught and assessed so that we can tweak and hone practice so that it fits the need of each individual student.

Curriculum Impact – we measure how successful our curriculum has been against the outcomes which students achieve at the end of their time with us.

How we organise our curriculum at Key Stage 3 – Years 7 to 9.

Our curriculum at Key Stage 3 has been designed to fulfil all of the requirements of the National Curriculum. It provides to a broad experience of engaging content and skills through our full curriculum.

This includes both academic and practical subjects in the classroom, but also wider curricular activities; whether that be PHSE experiences, focus weeks, field trips, shows, teams, competitions, booster sessions, or guest speakers.

We ensure we embed secondary-level study skills through the curricular offer of all our departments and ensure that student have a full understanding of the requirements of Key Stage 4.

We want our students to go home saying “You’ll never guess what we did today”. Fun, laughter and excitement are a high priority on our learning journeys.

All students follow the National Curriculum by studying English, Mathematics, Geography, History, Art, IT, Science, French (Years 7 to 9) or German (Year 9 only), Drama, Physical Education, Religious Education, Music and Design Technology. Students also have dedicated Literacy lessons in Year 7.

The Key Stage 3 curriculum develops a strong foundation for these subject areas, strengthening skills and building knowledge required for further study, whilst striving to develop a passion and enthusiasm for learning. The curriculum and schemes of learning are continuously reviewed and assessed to ensure they are ambitious and provide all the opportunities of the National Curriculum.

How we organise our curriculum at Key Stage 4 – Years 10 and 11.

We operate a two-year Key Stage 4 curriculum (running through Years 10-11 for 14-16 year olds) and offer a wide range of academic and vocational subjects.

All students study English Language and Literature, Maths and Science. Students either study ‘Triple Science’ or ‘Trilogy Science’.

Most students study ‘Trilogy Science’. This is the equivalent of 2 GCSEs. Students study Biology, Chemistry and Physics within this course. ‘Triple Science’ is where students study separate GCSEs in Biology, Physics and Chemistry. Students who opt for this route, take additional science lessons in one of their option blocks.

Our students also get to choose options from a wide range of subjects including GCSEs in Computer Science, Geography, History, French, German, Design and Technology and Art. We also offer vocation qualifications that are equivalent to GCSEs in Sport, Performing Arts (Drama or Dance), Enterprise (Business Studies), Digital IT, Health and Social Care, Music and Hospitality and Catering. As the Academy is growing, we are looking to further widen the curriculum offer for our current Year 9 students. The curriculum offer will be confirmed in February 2021.

In Key Stage 4, we seek to build upon the high levels of engagement in Key Stage Three’. The focus increasingly moves towards course progression, work-related learning and preparation for adult life, via our PHSE and Careers and Aspirations programmes. As with Key Stage 3 courses, we offer wider curricular activities including guest speakers, educational visits and intervention.

We also offer additional support to students who would benefit from it, through literacy lessons in Years 10 and 11 and through the Learning Zone in Year 11.

In preparation for GCSE and vocational examinations, our student undertake one set of mock examinations at the end of Year 10, one in November of Year 11 and a final set in March of Year 11. We also report to parents and carers on the progress of their child, three times in Year 10 and 4 times in Year 11.

How departments plan their curriculum.

Each department has their own vision for their subject, which explains what is taught, how it has ambition, and how it fulfils the National Curriculum at Key Stage 3 or the exam board specifications at Key Stage 4. The order that the curriculum is sequenced in, is key. Students learn and master the foundations of subject, before moving onto themes that are more challenging ideas and content.

We want our students to understand how to be an expert in each subject so they feel that they are a ‘scientist, mathematician, geographer, artist or historian’ to name but a few. The planning of the subject curriculum has the four core values at its heart – literacy, oracy, knowledge retrieval and the experience of cultural capital.

Departments offer a curriculum that is broad and balanced and promotes spiritual, moral, social, cultural and physical development of students with a view to preparing our young people for their future careers. With this in mind, we do focus a significant proportion of our curriculum time on English and Mathematics to ensure students have the core numeracy and literacy skills to help access other curriculum areas.

Enrichment and Cultural Capital

At OIEA, we believe that students should experience education that is wider than what is learned in lessons. Therefore, we ensure that students have opportunities to take part in activities outside of their normal lessons, both in school and through education visits, to widen their cultural capital. Students are also encouraged to take part in a wide range of enrichment activities in terms of clubs that take place at lunchtime and at the end of the Academy day.

Note: During these unprecedented times of Covid-19, opportunities for visitors to come to school, and for students to go on trips are naturally more limited. We are developing opportunities for students to undertake enrichment via other means e.g. via virtual tours, virtual fieldwork and showing recording of plays and performances etc.