



Curriculum & Assessment Policy

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1.3	September 2026	Annabel Skelton	No update



Curriculum

The curriculum of a school is the planned learning experiences and interactions that take place as part of a school's educational responsibility for students. Our curriculum will ensure students not only develop academic acumen but are equipped to thrive in a world full of uncertainty and challenge. This will rely upon the passion provided by subject specialists, an outstanding transition process between different key stages, and an appropriate and aspirational IAG process which accounts for the future needs of the community locally, nationally and internationally.

We care, we challenge, we thrive.

These are our guiding principles in all curriculum decisions at Okehampton College.

SUPPORTING STATEMENTS

1. Okehampton College is dedicated to providing an ambitious curriculum for all pupils.
2. Okehampton College is committed to providing an inclusive curriculum, with personalisation of each student's curriculum so that they are able to study appropriate academic or vocational qualifications.
3. Okehampton College is committed to ensuring sufficient challenge through the curriculum so that all students feel stretched and have a curriculum which is appropriate to their ability.
4. Okehampton College is dedicated to providing high quality teaching, through subject experts, which supports and complements the curriculum.
5. Okehampton College is committed to providing a curriculum which enhances students' cultural capital and opportunities for personal development. This will be supplemented both within and outside of the classroom through the learning opportunities provided for all.

Through the academic, and pastoral, curriculum students are given opportunities to explore democracy, rule of law, how government works, freedom, faiths, and acceptance of other cultures. These themes will be embedded across the curriculum and



not just in Social and Religious Studies. Students' social, moral, spiritual and cultural education is key in all areas and our tutor program helps to develop these skills. We pride ourselves on developing the whole student rather than a pure focus on academic attainment.

Curriculum Principles

At the heart of our curriculum is a commitment to excellence, inclusion, and opportunity for all learners. Guided by The Oke Way — we care, we challenge, we thrive — our curriculum is designed to be knowledge-rich, cognitively challenging, and accessible to every student.

	Belonging and Diversity We celebrate diversity in content, language, texts, and media, ensuring students gain a broad understanding of the world and develop critical thinking skills.
	Cognitive Challenge and Coherence Our curriculum is designed to provide deliberately challenging learning. Lessons are structured to connect prior and future learning, helping students understand how each topic fits into the bigger picture. Core knowledge, vocabulary, and subject-specific concepts are mapped across all levels to ensure coherence.
	Making Learning Stick Grounded in cognitive science, we support long-term memory through regular retrieval practice, meticulous sequencing, knowledge maps, and storytelling to embed learning.
	Strong foundations in oracy, reading and writing for all • <i>Everybody Talks:</i> Every lesson includes opportunities for students to speak, helping them develop ideas and deepen understanding. • <i>Everybody Reads:</i> Students read widely for fluency, enjoyment, and academic challenge, with stories introducing key curriculum ideas. • <i>Everybody Writes:</i> Writing is taught explicitly, with a focus on vocabulary, extended writing, and time for planning and editing.
	Accessible by Design Resources are designed to be taught using inclusive teaching strategies through our framework for learning, to ensure all students can access and engage with the curriculum.
	Careers at the Heart of education We prepare students for a life of choice and opportunity, placing careers education at the heart of our curriculum.



Curriculum Content

The curriculum at KS3 and KS4 follows the National Curriculum. It is also enhanced by vocational qualifications at KS4 to enable students to not only progress with academic pathways, but also into vocational pathways which equip students to access apprenticeship and workplace pathways, alongside those who go into higher education. This is echoed at KS5 where students are given the opportunity to access a range of traditional academic qualifications as well as qualifications which are more occupational in nature. Students are advised carefully on what subjects they should study with their academic profile and career ambitions in mind as part of our personalised IAG process.

Okehampton College is committed to providing a curriculum that is broad and balanced, yet also stretches students of all abilities. All learning is based upon a mastery curriculum with knowledge at the core. Subjects plan their curriculums backwards from KS5 and interleave topics so knowledge and understanding builds over time. The aim of this is to ensure that student's learning makes clear progression through the college and ensures that students are stretched to enable them to achieve their potential.

Through our deliberate practice of 'teaching to the top' we are an inclusive school that leaves no child behind. For students with barriers to learning, scaffolding strategies are put in place to ensure all learners can access content. This is complemented through the SEND department's sharing of high-quality teaching and learning strategies, alongside the use of our Accessible 8 document. Our Enhanced Learning Pathway (ELP) is offered to those who require a more bespoke curriculum approach, with a smaller cohort of peers. Students on this pathway are selected through working with feeder primary schools and the SEND departments review of those with more acute needs. We also provide strategic literacy interventions for pupils related to sentence completion, passage comprehension and phonic needs.

Over the two-week timetable, all students at KS3 and KS4 have at least 2 hours of structured lessons in personal development and religious education plus additional personal development as part of our tutor programme. At KS5 this is delivered through tutor lessons and our personal development programme. All students at KS3 have 4 hours of Physical education and at KS4 they have 2 hours of Physical education.



For any student in RESET a full curriculum is planned and available to ensure learning is not disrupted. The activities completed are based on the student's length of stay and Key Stage. Students in KS3 and KS4 use platforms such as Oak Academy and Sparx to access work for the subject lesson they are timetabled to be in at that time. The RESET laptops are on a 'locked' system where students can only access a restricted list of approved online platforms linked to specific subjects.

How the curriculum is made up

There is a two-week timetable in place in which students have 5 x 1-hour lessons a day, totalling 50 hours of learning each fortnight. Please see below for information on the number of lessons of each subject, making up each child's two-week timetable.

Year 7

UP = Universal Provision (number of hours)

ELP = Enhanced Learning Provision (number of hours)

	English	Mathematics	Science	Computing	Technology	PE	French	Literacy Support	Geography	History	Personal Development	Religious Studies	Drama	Art	Music	Choir
UP	8	8	7	1	2	4	4	0	3	3	2	2	1	2	2	1
ELP	10	10	6	1	2	4	0	5	2	2	1	1	1	2	2	1

Year 8

UP = Universal Provision (number of hours)



ELP – Enhanced Learning Provision (number of hours)

	English	Mathematics	Science	Computing	Technology	PE	Language 1	Literacy Support	Geography	History	Personal Development	Religious Studies	Drama	Art	Music
UP	8	8	7	2	2	4	3	0	3	3	2	2	1	2	2
ELP	10	10	6	1	2	4	0	5	2	2	1	1	1	2	2

Year 9

UP = Universal Provision (number of hours)

	English	Mathematics	Science	Computing	Technology	PE	Language 1	Geography	History	Personal Development	Religious Studies	Drama	Art	Music
UP	8	8	7	2	2	4	3	3	3	2	2	1	2	2

In year 9, students choose their options for GCSE study in years 10 and 11. At Okehampton College we offer the English Baccalaureate, which means that a student studies English Language and English Literature, Maths, the Sciences, a humanities subject, and a language. If students choose to follow the English Baccalaureate, they would need to choose these subjects in their options.



Our options process allows students to choose subjects that are most suited to their preferences and plans for their future.

Year 10 and 11

Y10 = Year 10 (number of hours)

Y11 = Year 11 (number of hours)

Y11T = Year 11 Triple science (number of hours)

	English	Mathematics	Science	Option A	Option B	Option C	Personal Development	Religious Studies	PE
Y10	9	8	11	6	6	6	1	1	2
Y11	9	8	11	6	6	6	1	1	2



Assessment

Assessment is an intrinsic part of our curriculum design and our strategies for high quality teaching and learning.

In conjunction with our teaching framework, we use frequent and efficient forms of assessment to embed learning into long term memory, whilst also providing regular summative assessments to track progress.

At the heart of all assessment is the commitment of helping students make further progress and develop their sense of independence to inform their next steps.

SUPPORTING STATEMENTS

1. We are dedicated to providing ongoing forms of assessment to improve progress.
2. We are committed to ensuring that assessment is an integral part of teaching and learning; that it gives students a baseline for learning and a bespoke understanding of what they need to do to improve.
3. We acknowledge the importance of assessment for all stakeholders including students, parents/carers and members of the college staff.



Students will be regularly assessed using summative and formative assessments. These will be in line with topic schemes of learning for subjects and will be executed via different forms, dependent on the subject.

Students in KS3 will complete end of unit assessments at the end of each unit of study, in each subject. These may take on the forms of in class tests, multiple choice quizzes, speaking and listening presentations and other modes of summative assessment.

Students in KS4 and KS5 will be assessed in similar ways but will also be assessed through a series of internal mock exams, to help them develop their experience of formal examinations and to provide teachers with more formalised information as to their progress and performance in exam conditions.

Through the Okehampton College Framework for Learning students can expect to receive live feedback from teachers to take next steps and improve. Teachers will utilise a range of Assessment for Learning strategies to regularly check students' understanding of the content they are being taught and their ability to utilise taught skills to apply their knowledge. Through these Assessment for Learning strategies teachers will identify misconceptions that students may have and areas where students need to continue to develop their understanding.

Teachers will provide both verbal and written feedback and in different forms (individual, group feedback, whole class feedback). Teachers will implement short/live marking, if possible, and will also provide directed feedback on summative assessments.

Summative Assessment

KS3

To ensure rigour and accuracy in the tracking of KS3 student progress, students will sit a summative assessment in a 3-week window, prior to a data drop as per the academic calendar. The method of assessment will be decided by subject teams but a standardised mark scheme/success criteria will be applied to ensure equity and create a percentage score of student performance. This will then be benchmarked against the cohort percentage.



For practical-based subjects (PE, Design Technology, Creative Art subjects) students will be awarded one of five descriptors based upon their skills level.

The descriptors are:

Emerging > Developing > Secure > Progressing > Excelling.

All schemes of learning are planned backwards from an 'end-point task' around the topic's 'Big Questions' and 'Core Knowledge Maps' so summative assessments will be conducted throughout the academic year with feedback given.

At KS3 students also receive comments relating to their Approach to Learning. These will receive one of the following comments:

E = Excellent

G = Good

N = Needs improving

C = Cause for concern

KS4

At KS4 students have their predicted grade entered by teachers and their target grade reported home, along with the previous predicted grade for comparison at periodic points throughout the year. The predicted grade is based on the use of standardised exam-board assessments, with standardised mark schemes based on topics taught and conducted in lesson time or in mock exam windows. Moderation is conducted to ensure the accuracy of marking and to quality assure curriculum design. Predicted grades also take into account student performance in completed controlled assessments and classwork, as well as in a one-off assessment.

All entered grades at KS4, grades are 'fine graded' to make it clear to parents and students how secure they are at each grade. A "+" symbol after the grade indicates that a student is certain to achieve at least that grade with a possibility of moving up into the next grade boundary. A "-" symbol after the grade indicates that a student is vulnerable on that grade and is equally as likely to achieve the grade below.



At KS4 students also receive comments relating to their Approach to Learning. These will receive one of the following comments:

E = Excellent

G = Good

N = Needs improving

C = Cause for concern