

Curriculum – Executive Summary & Narrative 2019 - 2022









Key Stage 3 & Key Stage 4 & Key Stage 5

Our Intention

Our focus is **breadth of curriculum**.

We want our students to **experience and learn new skills and ideas in as many subjects as possible for as long as possible**

We want our curriculum to be challenging in its depth and breadth so that it will:

	Challenge all students to be the best that they can be		Equip our students with Character Resilience Organisation Excellence C.O.R.E. values thus developing students who are resilient , lifelong learners
	Provide students with knowledge required to be successful		Provide deep learning that accelerates our students understanding of the world around them
	Equip all our students with the fundamental literacy, numeracy and digital skills enabling them to strive in the modern world. (+Sept 2020)		Equip our students with ambition and aspirations so that they become happy and successful members of society
	Provide them with the skills to retain and apply knowledge		Enables students have a range of qualifications that facilitate their next steps in their education and career

In order to achieve this, we have been developing a set of curriculum principles to drive our work with this:

1. The curriculum must provide a **map that directs what knowledge should be taught and when it should be taught**. However, this should also allow some flexibility for teachers to respond to the differing needs of their classes.
2. The curriculum must be taught in a **coherent and step-by-step sequence** that allows for the incremental development of knowledge within each subject/topic.
3. When possible, each new unit of learning should **build upon the previous** unit.
4. Broad and deep factual knowledge is usually the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.
5. Learning and performance should not be confused. **Curriculum design should support real learning**, which requires **durable changes to long-term memory**.

Rationale for changing to 3 year Key Stage 3

- Following a curriculum audit, academy leaders have concluded that extra time was needed to enhance even further the breadth and depth of Key Stage 3 content
- We believe our new 3 year Key Stage 3 will ensure our Year 7, 8 & 9 curriculum is not narrowed in any way
- Following a successful trial (External and internally Quality Assured) of Mastery in both Maths and English, Mastery will be continued and flow through into Year 9
- Our enhanced, knowledge-rich (progression model) curriculum, will ensure that all students are better prepared for the demands of Key Stage 4 and to allow the high proportion of disadvantaged students to make good on any gaps in knowledge, vocabulary and cultural capital
- The breadth and depth of the Key Stage 3 curriculum will allow students to make an informed choice when accessing the full range of options in Year 10 - Key Stage 4
- Students will be guided towards the most appropriate pathway at Key Stage 4. The EBacc will be at the heart of this process and both students and parents will be encouraged to choose the full suite of EBacc subjects
- A greater focus on assessment pedagogy so that students are better informed on their progress and teachers are better able to adapt and plan lessons that best support learning.
- Knowing more & Remembering more is fundamental within our curriculum planning and pedagogical approach

Curriculum Implementation/Impact Road Map: Our curriculum intent will be fully realised by our phased/flexible Curriculum Development Plan

<p>PHASE 1: Reflect – Develop - Strengthen</p>	<p>PHASE 2: Covid Phase</p>	<p>PHASE 3: Recovery Curriculum</p>
<p><u>Summer Term 2019</u></p> <ul style="list-style-type: none"> Each subject team developed a long-term map that clearly lays out the curriculum across the relevant key stages, so that the knowledge students are expected to acquire each academic year is made explicit. Knowledge was built up cumulatively in terms of its breadth and depth. Subject/teaching teams identified the concepts that are central to the mastery of each subject. They must then maintain an unrelenting focus on helping students to learn this knowledge. Key curriculum documents are centralised and made available for all. <p><u>Autumn 2019</u></p> <p>CPD Develops staff knowledge of:</p> <ul style="list-style-type: none"> Curriculum Development How students retain knowledge. SEND strategies to reduce the barriers to learning. Literacy & Reading Strategies <p>Curriculum Reviews & Action Plan</p> <ul style="list-style-type: none"> Adapting whole academy 3 year curriculum model. Internal review of curriculum intent and implementation at Senior and Middle leader level (including learning walks). OAT Review & External review of curriculums on a department basis. Individual Department following bespoke action plans to strengthen MTPs. <p><u>Spring 2020</u></p> <p>Finalise 2020/21 Curriculum (including 3 year KS3), ensuring:</p> <ul style="list-style-type: none"> KS 3 appropriate pitch and content. Our curriculum reflects the key learning from academy CPD and external/internal reviews Regular retrieval practice and spaced practice built into the curriculum to help students form durable long-term memories. Where appropriate, strategies are in place (e.g. check lists, knowledge organisers) that support students in self-regulating their learning of the curriculum. Appropriate L&T strategies developed via CPD are embedded into MTP and STP plans. 	<p><u>March – May: Full Closure & Home Learning</u></p> <p>During lockdown our normal curriculum was paused and the focus turned to:</p> <ul style="list-style-type: none"> Activating and motivating learning via the focus on knowledge and retention activities. Each week subjects set a simple tasks for students to complete on Class Charts, lesson by lesson, or series of linked lessons. To support Health and Wellbeing students via: <ul style="list-style-type: none"> Weekly CORE Home Learning activities nd weekly physical activity ideas sent by their PE teachers. Regular contact home with vulnerable and SEND students Home Learning Advice Pack guidance helped students manage their work. IT & Year Teams supported students struggling with computer access. <p><u>June's Safe & Supportive Reopening</u></p> <p>To further improve students engagement in home learning over summer 2 we trained staff and extended our provision to include:</p> <ul style="list-style-type: none"> Personal Tutor sessions for all years (7,8,9 via Microsoft teams) Face to Face Lessons – Yr10, 12, 7 (via Microsoft Teams) <p><u>Summer 2020</u></p> <p>All teaching staff across the academy worked alongside each other to strengthen curriculum planning, ensuring our curriculum was stronger upon return. This included:</p> <ul style="list-style-type: none"> Incorporating key terminology, literacy strategies & relevant careers links into MTP's Creating Knowledge Organisers linked to each MTP. At whole academy and subject level mapped a provision recovery curriculum aimed at minimising the impact of Covid on widening the disadvantage Gap Internal & Extrnal QA of curriculums Subject teams worked together to plan for the first half of the Autumn team. Ensuring plans were flexible around COVID-19 developments, minimising disruption to school structures, kept things understandable for students, staff and parents. Whole Academy Curriculum 2020-21 Launch July 6th 	<p><u>Autumn Term</u></p> <p>Ongoing review and adaptation in response to Covid & external qualification developments. Sept – Dec Plans are:</p> <ul style="list-style-type: none"> 3 Year Key Stage 3 starts (see rationale) Bridging Curriculum across all years and subjects. This curriculum planning is flexible around the local Covid situation CORE Curriculum adapted to allow the focus to be around securing the skills to restart, alongside Positive Health & Wellbeing Knowledge organisers launch to staff, students and parents 7,10,11,13 (mandatory) Co-planning Recovery sessions in all department every Tuesday night ½ term Curriculum Reviews led by subject Directors reviewing how effective curriculum implementation has been. Enhanced approach to formative and summative assessment - With the aim of ensuring staff have a good understanding of what students have learnt. This includes the use of frequent low stakes testing to ensure all students experience success and celebrate the acquisition of knowledge Further strengthening staff understanding of how to reduce the barriers to learning (including literacy, numeracy, SEND, disadvantage, mental health Targeted Intervention for students most affected by school closure- identifying students via the use of Reading, GL and Teacher assessments. This knowledge used to map out and delivery appropriate intervention (including SEND and vulnerable students) <p>LONG TERM PLAN (Summer 21+)</p> <p>Our curriculum bridges knowledge and skills across the curriculum so that relevant knowledge or skills taught and sequenced in different subject areas are taught at the same time (including literacy, and numeracy).</p>
<p>PHASE 1 IMPACT</p> <ul style="list-style-type: none"> Staff and students could clearly articulate learning journeys in individual subjects. External visitors and QA spoke highly of leaders curriculum decisions and ability to articulate their curriculums. Visible improvements in students' knowledge retention which led to some improvements in internal assessments 	<p>PHASE 2 IMPACT</p> <ul style="list-style-type: none"> Well sequence Curriculum planning documents across all subjects with resources that support teaching planning all uploaded to Staff portal area More knowledge staff body through external CPD and co-planning 	<p>TARGETED PHASE 3 IMPACT</p> <ul style="list-style-type: none"> Secured learning environment in which students and staff feel safe, happy and confident 100% Strong or better teaching Progress 8 score +0.1 Students make rapid progress across all subjects, including

Curriculum Transition Plan 2020 – 2021

Curriculum overview 2020-2021

Year 7 (8 groups X1,2,3,4,5 (Nurture) & Y1,2,3,4)

Subject	Eng	Maths	Sci	D&T (Rotation)	Drama & Music	Art & Textiles	MFL	Geo	Hist	RE	CORE	ICT	PE	Total
Time allocation (hrs)	4	4	3	1	1	1	2	2	2	1	1	1	2	25

Year 8 (9 groups X1,2,3,4,5 (Nurture) & Y1,2,3,4)

Subject	Eng	Maths	Sci	D&T (Rotation)	Drama & Music	Art & Textiles	MFL	Geo	Hist	RE	CORE	ICT	PE	Total
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Year 9 (9 groups X1,2,3,4,5 (Nurture) & Y1,2,3,4)

Subject	Eng	Maths	Sci	D&T (Rotation)	Drama & Music	Art & Textiles	MFL	Geo	Hist	RE	CORE	ICT	PE	Total
Time allocation (hrs)	4	4	3	1	1	1	2	2	2	1	1	1	2	25

Year 10

Pathway	Pot A		Pot B			Core		Opt A	Opt B	Opt C	Total
Triple	5	5	2	2	2	2	1	2	2	2	25
Main	Eng	Maths	Bio	Chem	Phy	Healthy living +PE	CORE	Free choice Option	Free choice Option	Free choice Option	
	Eng	Maths	Sci	Sci	MFL/Hi/Gg	Healthy living +PE	CORE	Free choice Option	Free choice Option	Free choice Option	

Year 11

Pathway	Pot A		Pot B			Core		Opt A	Opt B	Opt C	Total
Triple	5	5	2	2	2	2	1	2	2	2	25
Main	Eng	Maths	Bio	Chem	Phy	Healthy living +PE	CORE	Free choice Option	Free choice Option	Free choice Option	
	Eng	Maths	Sci	Sci	MFL/Hi/Gg	Healthy living +PE	CORE	Free choice Option	Free choice Option	Free choice Option	

Curriculum overview 2021-2022

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Triple	Eng	Maths				Healthy living +PE	CORE	Sci	Free choice Option	Free choice Option	
Main	Eng	Maths				Healthy living +PE	CORE	Hi/Gg/MFL/CS	Free choice Option	Free choice Option	

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Curriculum overview 2022-2023

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