



Curriculum Executive Summary

2019-20

COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

Curriculum Intent

Our focus is to provide all students with an ambitious curriculum that provides both breadth and depth of learning, and which instils and develops the Core Education Trust's values in our young people:

Collaboration – we will emphasise collaborative ways of working and be outward-facing, giving students opportunities to participate in a wide range of opportunities through our partnerships with local and national organisations.

Opportunity – our curriculum will provide deep learning that accelerates our students' understanding of the world around them. We will equip our students with ambition and aspirations so that they become happy and successful members of society. Our curriculum will enable students to gain a range of qualifications that facilitate their next steps and give them opportunities to succeed in their future employment.

Respect – our curriculum will emphasise and be grounded in an atmosphere of mutual respect. We will expose our students to a wide range of cultural experiences, promote British Values and celebrate diversity.

Excellence – we will challenge all students to be the best that they can be. Our curriculum will provide students with the knowledge that they need to be successful and equip them with the skills to retain and apply that knowledge effectively. We will design our curriculum to ensure that knowledge is transferred into students' long-term memories, building both retrieval strength and storage strength through overlearning and repetition.

Implementation

Autumn Term 2019

By the end of the Autumn Term, all teaching staff will show fidelity to curriculum intent. All teaching staff will understand how to deliver the curriculum through sequential teaching. All teaching staff plan lessons to include at least one knowledge retrieval task and no longer make assumptions about what pupils know.

- Training for new staff on the vision for the JQA Curriculum and the principles behind it.
- Department teams work on developing and embedding the vision for their subject/s.
- Collaborative planning time is built into directed time for all teaching staff.
- Curriculum development is a standing agenda item on all department meeting and curriculum line management agendas.
- Key curriculum documents will be centralised and made available for staff via our shared area, and for students, parents and carers via our website.
- Audit teachers' subject knowledge and development needs in this area.

Spring Term 2020

By the end of the Spring Term, all teaching staff will plan lessons where knowledge gain is sequential and based on knowledge retrieval. Planning will take account of and address misconceptions and mistakes. Teachers will

Curriculum Documents

Curriculum Executive Summary – a strategic overview of the current curriculum and its planned implementation and development

Curriculum Handbook – a key document for each department that outlines long and medium term plans, maps out summative assessments, and outlines the vision for the curriculum in each subject

Medium Term Schemes of Learning – These outline the learning that will take place over a topic or unit of work. An effective medium term plan should:

- Provide a clear rationale for what will be learnt and why this knowledge is important
- Clearly link to the long-term plan and the vision for the subject's curriculum, including a rationale for the sequencing of knowledge to be learnt/mastered
- Identify opportunities for formative assessment of learning
- Indicate when summative assessment will take place and how this will cumulatively assess learning over time
- Include learning outcomes which build students' knowledge year on year/unit on unit
- Provide links to rich and appropriate teaching resources

Short Term Lesson Planning - These are plans and resources which staff adapt for their students and use for lessons and sequences of lessons.

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

- The curriculum must provide a map that directs what knowledge should be taught, why it 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.
- The curriculum must be taught in a coherent, step-by-step sequence that allows for the incremental development of knowledge within each subject/topic and the frequent revisiting and review of that knowledge, in order to 'interrupt forgetting'.
- Wherever possible, each new unit of learning should build upon the previous unit in a sequential way.
- Broad and deep factual knowledge is usually the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.
- Learning and performance should not be confused; curriculum design should support real learning, which requires durable changes to long-term memory.
- We recognise that a good standard of literacy, in particular reading, and numeracy are essential to students' ability to access our curriculum and to make good progress. As such, reading widely both in lessons, and for pleasure, is an aspiration for all students. Mathematical knowledge, concepts and procedures will be taught coherently so that students can apply them across the curriculum.

understand and begin to embed the overlearning and repetition for automaticity.

- Department teams work on developing the detail of the curriculum for their subject through medium and short-term planning documents and resources.
- Professional development opportunities created to ensure that all teaching staff develop and improve their subject knowledge in identified areas from audit.
- Curriculum development continues to be a standing agenda item on all department meeting agendas.
- Collaborative planning time continues to be built into directed time for all teaching staff.
- Internal review of curriculum intent and implementation at Senior and Middle leader level (including learning walks).
- External quality assurance of curriculum will take place through our SIP, Core Education Trust and the Titan Partnership.

Summer Term 2020

By the end of the Summer Term, all lessons will enable pupils to do more and remember more. All teachers will routinely help pupils to recall prior learning and will ensure that they know how to apply this knowledge and understanding. Overlearning and repetition for automaticity will be embedded in all teachers' planning and practice.

- Maintain an unrelenting focus on improving and evolving the curriculum, and ensure that all teachers are developing their subject knowledge

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">● Collate and act upon the recommendations and findings of internal and external curriculum reviews● Further develop Schemes of Learning, ensuring:<ul style="list-style-type: none">• KS3 appropriate pitch and content.• Regular retrieval practice and spaced practice should be built into the curriculum to help students form durable long-term memories.• Where appropriate, strategies must be in place (e.g. check lists, knowledge organisers) that support students in self-regulating their learning of the curriculum. | |
|--|--|--|

Curriculum Groupings and Pathways

Our focus is on breadth of curriculum and on providing all students, regardless of their prior attainment, with many opportunities to acquire knowledge, master skills, and to develop into well-rounded individuals, who can make informed choices about all aspects of their lives. We have begun to make fundamental changes to our curriculum to ensure this, however this work is far from complete and our curriculum, and curriculum planning, continue to evolve. We operate a two-week timetable.

- Following our curriculum review work, from September 2020, guided choices will take place during Year 9 and take effect in Year 10. Historically, students have made guided choices at the end of Year 8, to allow them to focus in more depth on the subjects that they will pursue at Key Stage 4 from Year 9 onwards.
- In Year 7 students are taught in mixed ability groups and follow a 'Literacy for Life' curriculum. We have introduced this innovative curriculum this year to improve Key Stage 2 to 3 transition, raise attainment and increase the challenge of our Key Stage 3 provision.
- Currently, in Years 8-11 we set pupils based on their prior attainment but we do not define or limit their curriculum and future progression on this basis.

Year 7	Literacy for Life (thematic curriculum incorporating English, Maths, Science, Humanities and PSHE)	Practical Science	PE	MFL	Drama	Creative Arts Carousel (Music, DT, Art, Media)
Time per Fortnight	34 hours	2 hours	4 hours	4 hours	2 hours	4 hours

Year 8	ENGLISH	SCIENCE	MATHS	HISTORY	GEOGRAPHY	RE	DT	Music	Art	Drama	MFL	PE	PSHE
Time per Fortnight	8 hours	8 hours	8 hours	3 hours	3 hours	3 hours	2 hours	2 hours	2 hours	2 hours	4 hours	4 hours	1 hour

Year 9 (provisional from 2020)	ENGLISH	SCIENCE	MATHS	HISTORY	GEOGRAPHY	RE	DT	Music	Art	Drama	MFL	PE	PSHE
Time per Fortnight	8 hours	8 hours	8 hours	3 hours	3 hours	3 hours	2 hours	2 hours	2 hours	2 hours	4 hours	4 hours	1 hour

Year 9 (legacy)	ENGLISH	SCIENCE	MATHS	HISTORY/ GEOGRAPHY	OPTION A	OPTION B	OPTION C	PE	PSHE
Time per Fortnight	8 hours	8 hours	8 hours	6 hours	5 hours	5 hours	5 hours	4 hours	1 hour

Year 10 (legacy)	ENGLISH	SCIENCE	MATHS	HISTORY/ GEOGRAPHY	OPTION A	OPTION B	OPTION C	PE	PSHE
Time per Fortnight	7 hours	7 hours	7 hours	6 hours	6 hours	6 hours	6 hours	4 hours	1 hour

Year 11 (legacy)	ENGLISH	SCIENCE	MATHS	HISTORY/ GEOGRAPHY	CREATIVE- IMEDIA	OPTION A	OPTION B	OPTION C	PE	PSHE
Time per Fortnight	8 hours	8 hours	8 hours	6 hours	4 hours	6 hours	6 hours	6 hours	4 hours	1 hour

Option subjects currently available: RE, French, Sport, Business Studies, Art, Music, Travel and Tourism, Hospitality and Catering, Performing Arts, Creative iMedia, IT, Enterprise and Marketing, Resistant Materials, Health and Social Care