



# Curriculum Executive Summary

## 2019-20

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COLLABORATION • OPPORTUNITY • RESPECT • EXCELLENCE

## Curriculum Intent

At JQA we aim for an aspirational curriculum which delivers a quality CORE education that provides a broad range of opportunities to learn and achieve as well as developing a depth of character around our shared values.

**Collaboration** – we will emphasise collaborative ways of working and be outward-facing, giving students chances 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 futures.

**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.

## Implementation

### Summer Term 2019

- Training on curriculum development and the vision for our curriculum was undertaken with Heads of Department.
- Heads of department and subject teams began to develop their vision for the curriculum in their subject and to create their 'Curriculum Handbook' detailing the long-term map for the curriculum across the key stages.

### Autumn Term 2019

- Training for new staff on the vision for the JQA Curriculum.
- 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 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.

### Spring Term 2020

- Department teams work on developing the detail of the curriculum for their subject through medium and short-term planning documents and resources.
- Curriculum development is a standing agenda item on all department meeting agendas.

## Curriculum Documents

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

**Personal Development Map** – a strategic overview of opportunities to develop students' character, centred around the CORE values and collaborating with local and national organisations

**Departmental 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 and how summative assessment will take place to ensure consistency via **Assessment Protocols and Data Entry** and how this will cumulatively assess learning over time
- Include learning outcomes which build students' knowledge year on year/unit on unit
- Be built in tandem with a **Home-School Learning Collaboration document** which informs regular knowledge retrieval practice and forms the basis of home learning opportunities
- Provide links to rich and appropriate teaching and learning resources

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 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.
  - Wherever possible, each new unit of learning should build upon the previous unit.
- 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.

- Collaborative planning time is 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**

- Maintain a unrelenting focus on improving and evolving the curriculum, and ensure that all teachers are developing their subject knowledge.
- Collate and act upon the recommendations and findings of internal and external curriculum reviews
- Further develop Schemes of Learning and planning, ensuring:
  - 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 that support students in self-regulating their learning of the curriculum (see Home-School Learning Collaboration document - right).

- Provide opportunities for students to extend their knowledge and skills via trips and visits and **Extra-Curricular Opportunities**

**Short Term Lesson Planning** - These are plans and resources which staff adapt for their students and use for lessons and sequences of lessons based on the **JQA Lesson Planning Framework**.

**Home-School Learning Collaboration Document** – These are constructed for each unit of work or topic and provide a bridge between classrooms and conversations about learning at home. These are shared with students and families and support home collaboration opportunities to develop and consolidate knowledge and extend and deepen learning.

## Curriculum Groupings and Pathways

Our focus is on breadth of curriculum and on providing students 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.

- 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.
- 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. We are in the process of reviewing this aspect of the curriculum and considering whether it is the right way forward for future cohorts.

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

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

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

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

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

