

Curriculum Implementation

EYFS

Nursery	Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Numeracy	Understanding the World	Expressive Arts and Design
Direct daily input	Inputs and all interactions throughout the day 15 hours	50 mins	5 hours	Phonics 2 hours 15 mins	Maths Meeting / morning routines 75 mins	2 hours 15 mins	
Exploration/ Continuous provision	8 hours 20 mins	8 hours 20 mins	8 hours 20 mins	8 hours 20 mins	8 hours 20 mins	8 hours 20 mins	8 hours 20 mins

Reception	Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Numeracy	Understanding the World	Expressive Arts and Design
Direct daily input			P.E 45 mins	Eng 5 Phonics 4 hrs 10 mins	Maths 4 hrs Maths Meeting 1hr 15 mins	Topic 2.5	
Exploration/ Continuous provision	7.5 hours	7.5 hours	7.5 hours	7.5 hours	7.5 hours	7.5 hours	7.5 hours

KS1

Writing	Maths	Reading	History / Geography	Science	RE	Computing	Art / DT	PE	Music
5	5	7	2	2	1/2	1	1	2	1/2

KS2 All students also have a PD and a library session.

Writing	Maths	Reading	History / Geography	Science	RE	Computing	Art / DT	PE	Music	MFL
5	5	5	2	2	1	1	1	2	1/2	1/2

Key Stage 3 (Year 7-9)

Students study 13 subjects in total, with 29 lessons per week. Students also have a Personal development curriculum and a library lesson.

Core subjects: Maths, English and Science

Non-core subjects: Geography, History, Religious studies, French, Computer Science, PE, Art and Design, DT, Music and Drama

Year 7-9:

English	Maths	Science	French	Geography	History	RS	Art	DT	Music	Drama	PE	Computer Science	Library lesson
5	5	4	2	2	2	1	1	1	1	1	2	1	1

In KS3, the curriculum share is 48% of lessons in core subjects.

Key Stage 4 (Year 10-11)

Students study English Literature and Language, Maths and Science. Students study either Combined Science or Triple Science. Students also study subjects based on the options they have chosen.

Year 10:

English	Maths	Science	Option A	Option B	Option C	Option D	Core PE
5	5	6	3	3	3	3	1

In Year 10, the curriculum share is 55% of lessons in core subjects.

Year 11:

English	Maths	Science	Option A	Option B	Option C	Lesson for Separate Science / Self-Study	Core PE
6	6	6	3	3	3	1	1

In Year 11, the curriculum share is 62% of lessons in core subjects.



Our school's curriculum is designed to meet the needs of the pupils in our context to ensure that all pupils are able to achieve regardless of their circumstances or prior attainment:

Implementation – the way we plan, teach and assess to ensure our pupils makes progress

Reading: We recognise that pupils need to be able to read confidently and fluently in order to access the full curriculum. Therefore, the success of our mission rests on pupils' ability to become proficient and fluent readers. This begins in the Early Years where early reading -phonemic awareness, phonics provision and language comprehension - are prioritised to secure the foundations upon which pupils learn to read. Throughout the academy, all teachers are teachers of reading who are trained in strategies to secure confidence, fluency, comprehension and understanding. We use different techniques to support pupils in reading more challenging texts, including decoding strategies when necessary. We explicitly teach subject-specific vocabulary to enrich pupils' knowledge and understanding of the world. All pupils benefit from library lessons, which encourage reading for pleasure and those pupils who are below chronological reading age additionally benefit from reading interventions in fluency, phonics and comprehension.

High Quality Teaching

Planned back from excellence: We know and recognise what excellence looks like, so we plan back from this. Each subject discipline aims for pupils to develop skills in the core subject concepts as well as building their content knowledge. Co-planning and intellectual preparation sessions ensure that teachers know and understand what excellence looks like and are able to deconstruct this model, in order to teach it effectively.

Great Teacher Rubric: The Great Teacher Rubric (GTR) is used to evaluate and guide teachers across the strands of Climate for Learning, Planning and Preparation, Teaching and Learning and Assessing and Responding. Teachers are given feedback, identifying strengths and areas for development, using 'what and how' targets. The GTR ensures that we use a common language and approaches in the classroom; this consistency helps to ensure that the curriculum is delivered equitably in each classroom.

Signature strategies: Signature strategies are used across the academy to ensure a consistent approach and language for students. Signature strategies for climate such as 'What to do', '100%', 'Economy of language' are used to build the appropriate culture for delivery of the curriculum.

Assessment: assessment is used formatively to help identify misconceptions, strengths, gaps in knowledge and understanding. Frequent low stakes tests and diagnostic tests support teachers' planning to ensure the lessons delivered are precise and focused on supporting pupils' progression and needs. Responsive teaching in lessons ensures that activities, resources and lessons are informed by the frequent low-stakes testing. Summative assessment takes place in the summer term sampling the work completed over a year (or cumulatively over the key stage), this allows teachers to check progress and allows inferences about attainment and progress to be made and shared with parents and guardians at the end of each year.

Curriculum - Knowledge rich: Knowledge is selected for its power in developing expertise in the subject discipline. The specific knowledge pupils should remember is precisely defined within our curriculum plans. Skills are understood to be domain-specific and their development is intrinsically linked with acquisition of knowledge. For example, for pupils to analyse, solve problems or think critically in a subject, they need a rich knowledge of the area of the subject they are required to analyse, solve problems in, or think critically about. Building knowledge in this way empowers pupils to

achieve in school and to live fulfilling lives, able to understand, appreciate, critique and, if they desire, change the world in which they live. Homework supports consolidation and retention of core knowledge through a variety of different means including low stakes testing, pre-tasks for lessons, or longer-term projects (for example in Art or in DT).

Mastery: Pupils build knowledge and understanding of key concepts in each subject in a coherent and carefully sequenced way to develop expertise. Our curricula in primary and secondary are planned cohesively so that learning in the secondary phase builds on the learning in primary. Option choices and a narrower, deeper curriculum begin in KS4, following a three-year key stage three, which allows pupils time to experience, sample and build knowledge in all subjects.

Logically sequenced: our curriculum sets out a logical journey that pupils need to embark on to get better at a subject. As pupils progress through the curriculum, they grapple with greater complexity and develop both increasing conceptual understanding and disciplinary competency. This does not mean the curriculum always starts with the 'easiest' knowledge, but with the most *foundational* or *facilitating* knowledge. Learning is sequenced so that knowledge and concepts are repeatedly revisited with ever increasing complexity; the sequencing of content also aims to pre-empt and avoid common misconceptions. Teachers make explicit links and connections in lessons and use identified misconceptions as teaching points.

Designed to support memory: our curriculum is structured to help students remember, not simply encounter, the core knowledge they learn. Opportunities for revision are built into the curriculum; knowledge from previous units is interleaved in future units and revisited through frequent low-stakes retrieval practice. DNA, exits tickets, polls, quizzes and subject tests are all regular features of lessons. Our digital strategy makes use of software and programmes to regularly test our pupils; adaptive packages ensure that pupils are given the most appropriate content to focus on and complete quizzes and tests to help cement memory.

High ambition - raising aspirations and outcomes:

Pupil Grouping: students are grouped in mixed attainment groups, with the same high expectations of and for all. Scaffolding is used and judicious interventions to ensure that *all* pupils are making progress and accessing the curriculum

Digital Strategy and learning outside of lessons: pupils learning extends beyond the classroom; homework is set using MS Teams or Seesaw and pupils have access to a variety of different platforms and applications which support learning and progress, as well as memory and retention. Online diagnostic quizzes and adaptive software are used to help teachers and pupils gauge progression and identify areas for focus.

Accessibility and interventions: expectations and learning objectives remain high for all learners; teachers use scaffolding and additional adults (where appropriate) to support access to the curriculum for pupils with SEND/gaps and/or EAL developing their ability to apply what they know and can do with increasing fluency and independence. Adaptations to the curriculum support learners' progress in class. Programmes such as Fresh Start, Lexia and Myon provide additional support outside of lessons and in structured interventions.

Diverse and Inclusive

Teachers consider diversity in their planning and ensure that a wide range, from across the world, of authors, sources, ideas, important peoples and events are referred to. Student voice and reflection is sought in lessons and all learners are included. Our focus on oracy ensures that learners are given skills to put forward their ideas, express their views and build on the contributions of others. Our Personal Development programme includes debates, *Votes for Schools* and opportunities for learners to reflect on themselves, their aspirations, their growth, development and contributions to community.

Strong Character and Enrichment

Fostering ambition through the wider curriculum: we aim to broaden and enrich our pupils' life experiences through providing opportunities to experience **excellence** in a variety of different ways:

- engaging in virtuoso performances in sport and the arts
- listening to experts within subject disciplines and in the world of business and work
- learning from experts how to become actively involved in community action and projects

Trips, events and enrichment activities help ensure pupils experience more than just an academic curriculum. The whole school comes together for important 'moments' such as acts of remembrance, where knowledge and context are provided and opportunities to pay respects and join in pageantry are provided. Pupils are encouraged to take up the sports, arts, leadership and citizenship opportunities through clubs, events, teams and competitions, which take place beyond the curriculum.