



Our curriculum is underpinned by our ambition to develop successful, confident, ambitious students

Curriculum Intent

We are committed to providing a curriculum with breadth that allows all of our students to be able to achieve the following:

Secure development and achievement...

- Provides opportunities for students' personal development.
- Allows students to achieve their personal best.

Prepare students for "Life beyond SCA"...

- Challenges, motivates, inspires and leads to a lifelong interest in learning.
- Prepares students for further education whether academic or vocational and for the world of work.

Promote active community involvement...

- Ensures students are fully prepared for life in modern Britain.
- Offers a wide range of quality extra-curricular opportunities for personal development.
- Involves working with the community to promote local, national and global awareness.



Curriculum Implementation

Through Transition

Our transition programme enables us to develop strong relationships and personal knowledge of all our students. Being a small school allows us to quickly get to know individuals and create a supportive ethos. Members of the transition team visit all our primary schools to meet students. The SENCO visits each primary school to discuss the needs of identified students. Students identified as more vulnerable are given bespoke transition with individual/small group visits. Students attend for 3 transition days in the summer term. This gives students the opportunity to meet staff and experience their new learning environments along with learning about how we do things at SCA. Parents are invited to meet with key staff including SLT and tutors to both answer questions and alleviate any concerns to allow for smooth transition.

Through Catch Up and Nurture Provision

In year 7 and 8 we have both catch up and nurture provision. Students in these 2 groups are taught separately for the Ebacc subjects. They follow primarily the same academic option (with the exception of languages) but the lessons are tailored to individual need and aimed at developing some of the skills these students have not yet developed at primary schools. We have a trained primary practitioner employed to support with the delivery of these sessions. They are taught in mixed ability tutor groups for all other lessons.

Through Teaching, Learning and Assessment

The teaching, learning and assessment experience for students at SCA is one where students are actively expanding their knowledge, engaged in their learning and challenged appropriately through differentiated lesson content. These experiences include:

- High level questioning.
- Opportunities for independent learning.
- Student role modelling the learning and teaching their peers.
- A mix of individual, paired and group activities within lessons.
- Challenging tasks which improve resilience and determination to succeed.
- Being given time to improve work through responding to teacher feedback.
- Specific training days where students learn new skills to use in their work e.g. revision days, No Pen day, Independence Day

The role of the teacher is vital in ensuring that our students experience an outstanding education. Teachers support this through:

- Planning high quality lessons which focus on 'Quality First' teaching, using DRICE as the basis of quality lessons. Please see **Appendix I – DR ICE** (Page - 6)
- Using consistent, regular and robust assessment procedures to give an accurate picture of student progress and their next steps.
- Considering the needs of all learners and planning activities which suit different learning styles.



- Using 'Own It' as a vehicle to develop independence, resilience and understanding of responsibility, helping to prepare students for life beyond SCA.

Teachers are supported in these aims through targeted and effective CPD opportunities which provide opportunity for sharing good practice and gaining new strategies to use in everyday teaching:

- INSET Days
- Twilight training sessions
- Briefing slots
- Collaborative development through departmental co-operation or Lead Practitioner support.

Through the Curriculum Offer

We have maintained a three Year Key Stage 3. At Key Stage 3 students study a broad and balanced range of subjects. At Key Stage 4 the majority of students follow an Ebacc pathway. A strong core of compulsory academic subjects gives students the relevant skills and qualifications to successfully progress onto post 16. The traditional core of English, Maths, Science, Humanities and Languages is complimented by an extensive range of options including: the arts and design technology subjects and a range of vocational courses. The subjects that are in the curriculum each year are driven by student demand. Some students do one less option subject and have additional time dedicated to English or Maths.

Curriculum at Post 16 is again wide and varied. We offer both traditional academic subjects alongside more vocational subjects. Students often do a mixture of both. Again like key stage 4 the subjects that are in the curriculum are determined by student demand. In some sixth form courses year 12 and 13 are taught together. With such a small sixth form cohort this allows us to offer subjects which would otherwise not run due to low numbers

For a full curriculum plan year by year please see **Appendix II - CURRICULUM 2019-20** (Page – 7)

Through Enrichment

We believe that learning outside the classroom is as essential to students' development as learning within the classroom, and so ensure our students experience a wealth of extracurricular opportunities. Examples of some of the activities we offer are as follows

- Year 7 Camp
- Duke of Edinburgh Award
- A variety of sports clubs and teams including football, netball, basketball, trampoline, cheerleading
- Sports and Dance Leaders
- School production
- Shakespeare Festival
- Robotics club
- Residential for our most vulnerable students
- Residential to Spain



- Mock trial
- WE club
- Race for life
- Science Week
- Trip to the Thackery museum

Through Homework

Homework is a key part of the learning process. It is used to:

- Develop reading skills
- Recall and retrieve prior learning
- Repeat a skill independently to encourage mastery
- Consolidate learning
- Deepen and extend learning
- Feed forward to future learning

Through Personal Development

Our pastoral system is centred around high expectations for all.

Through a mixture a dedicated tutor programme, year meetings, news Friday, discreet PSHCE and Ethics & philosophy lessons alongside collapsed timetable days, run in collaboration with a number of external providers students study all aspects of SMSC and PSHCE. We have a full time careers advisor and have dedicated careers guidance in all year groups.

Examples of how these areas of the curriculum are implemented are as follows

- **Spiritual** – Having studied various religions in class students in Year 7 and 8 are taken to local places of worship including a mosque and synagogue
- **Moral** – In Maths during a drop down day students study and debate gambling
- **Social** – Students follow the PiXL LORIC curriculum as part of their character education
- **Cultural** – The school runs various trips throughout the year including theatre trips and trips to Spain and France. We also host a number of foreign exchange students
- **Personal** – Dedicated careers program delivered as part of PSHCE lessons and year meetings. Working towards the Gatsby bench marks
- **Health** – Students do units of work on healthy relationships that are appropriate to their age
- All year 10 students take part in a six week citizenship placement where they give back to the community one morning per week. They also do two weeks work experience which is tailored towards their future career aspirations



Curriculum Impact

The impact of the school's curriculum is measured through several means:

- Outcomes for students at GCSE in Year 11
- Progress and attainment data for current year groups
- Destinations data
- Attendance data
- Behaviour logs
- Engagement in enrichment activities
- Student voice
- Departmental quality assurance (including departmental reviews)
- Safeguarding data
- Progress towards the Gatsby benchmarks



Appendix I – DR ICE

D

Deepening
thinking

Are you asking higher
order questions? (analysis,
synthesis and evaluation)

Do students have the
opportunity to explore
NEW ideas, concepts and
knowledge?

Are activities differentiated/
personalised?

Do students ask questions
about what they are
learning with other
students and the teacher?

R

Role
modelling
learning

- Demonstrations
- Mock answers
- Writing frames
- Examples
- Marking criteria
- Peer assessment
- Group work
- Videos
- Learning conversations
- Outside speakers
- Clear behaviour expectations
- Paired work
- Self-assessment
- Peer teaching
- Key words

I

Impact on
progress

What evidence is there to
show ALL students have
made progress in the
lesson?

How do students know if
they have made progress?

Do students know how to
make progress?

Are students, teachers and
TAs aware of target and
current grades?

How is feedback provided
to students and how often?

Can you show progress
through your mark work?

Are students providing
high quality responses
to feedback, further
developing their
understanding of a topic?

C

Challenging
expectations

Are students challenged in
the:

- starter activity
- core activities AND
- plenaries?

Is the lesson planned and
delivered to the level of the
most able student?

Are students able to find
out information/answers
themselves rather than it
being given to them?

E

Engaging in
learning

Engagement does not
necessarily mean FUN!

Does the activity or
lesson allow students to
participate?

Does your lesson contain
the same structure and
activities? Try something
new!

Are the activities all
appropriate and related to
learning objectives?

Are there opportunities to
develop oracy.

Through effective application of DRICE, students will also develop their skills of
Literacy, Numeracy, Independence, Character and Revision.



Appendix II - CURRICULUM 2019-20

KS3 - Year 7

For English, Maths, Science, Ebacc subjects – Students are taught in 4 bands

Top band – 2 classes High Ability students (Mastery and top extending pathways) GCSE targets 6,7,8,9

Middle band – 2 classes Middle Ability students (Mixed up extending and securing pathways) GCSE targets 5,6

Catch up – 1 class catch up students (Below 100 average) GCSE target 4

Nurture group – 1 smaller class (Below catch up)

Catch up students receive 1hr additional Maths and English (They will not study a language)

Nurture group receive additional Maths and English plus learning support (They will not study a language)

All other subjects are taught in tutor groups

Year 7	High Ability	Middle Ability	Catchup	Nurture
English	4	4	5	5
Maths	4	4	5	5
Science	3	3	3	3
Languages	2	2	0	0
Geography	1	1	1	1
History	1	1	1	1
RE	1	1	1	1
PSHCE	1	1	1	1
Art	1	1	1	1
DT	2	2	2	2
Drama	1	1	1	1
Music	1	1	1	1
Computing	1	1	1	1
PE	2	2	2	2
Learning support				In small groups



KS3 - Year 8

For English, Maths, Science students are set in two half year groups

Nurture group receive additional Maths and English plus learning support (They will not study a language)

Ebacc subjects – Students are taught in 4 bands the same as year 7

Nurture group receive additional Maths and English plus learning support (They will not study a language)

All other subjects are taught in tutor groups

Year 8	High Ability	Middle Ability	Catchup	Nurture
English	4	4	5	5
Maths	4	4	5	5
Science	3	3	3	3
Languages	3	3	1	0
Geography	1	1	1	1
History	1	1	1	1
RE	1	1	1	1
PSHCE	1	1	1	1
Art	1	1	1	1
DT	1	1	1	1
Drama	1	1	1	1
Music	1	1	1	1
Computing	1	1	1	1
PE	2	2	2	2
Learning support				1



KS3 - Year 9

In year 9 we continue to teach a broad curriculum but subjects are now teaching some KS4 content alongside the skills needed to be successful at KS4. Students are set across the year group in English, Maths and Science. Students are taught in mixed ability classes in other subjects. Students specialise in one area from year 9 in performing arts and technology. This not a full option subject but it allows greater depth in knowledge and understanding to be gained in these three areas.

Year 9	All (hrs)
English	4
Maths	4
Science	3
French	3
Geography	1
History	1
RE	1
PSHCE	1
Art	1
DT (Choice of Engineering, construction or catering)	1
PA (Choice of drama, dance or music)	2
Computing	1
PE	2
Learning support/additional Maths and English	3 hours from languages for a small group of students

A small number of students will access the alternative curriculum package with year 10.

Option subjects in Year 10 and 11 are determined by students' choices and only subjects with financially viable student numbers are timetabled. Some students are doing additional Maths and English in one block. These are students who have the potential to achieve 5+ in Maths and English but at the end of Year 10 were not on track to do so.



KS4- Year 10

Core (hrs)	Language Block (3/2)	Option 2 (2/3)	Option 3 (2/3)	Option 4 (3/2)
English (4/5)	French (2 groups)	Geography	History	Construction
Maths (4)	Spanish (2 groups)	History	Art	Health and Social Care
Science (5)	Art	Sport	Photography	Dance
Core PE (1)	Learning Support	iMedia	Engineering	Art
PSHCE/Beliefs (1/0)	Additional Maths/English		Sociology	Hospitality and Catering
			Additional Maths/English	Music
				Computing
				Additional Maths/English
Bespoke on site alternative curriculum Maths, English, Geography, Art, Construction (Plus behaviour support package)				



KS4- Year 11

Core (hrs)	Language Block (3)	Option 2 (2)	Option 3 (2)	Option 4 (3)
English (5)	French	History	History	Geography
Maths (4)	French	Business	Construction	Drama /Dance
Science (5)	Spanish	PE	Art	Engineering
Core PE (1)	Art	Photography	RE	Catering
	Learning support)	Health and social care		Additional English
	Additional Maths	Additional Maths		Additional Maths
		Additional English		



Curriculum - Sixth Form

Subjects and blocks are student led.

Sport, art, health and social care and forensics are teaching Year 12 and 13 together. Other subjects will be considered in the future (Geography and performing arts)

In the past we have run a brickwork level 2 and 3 course but due to low numbers showing interest in the course it is not financially viable this year. It will be offered again next year

Year 13

Core	Block 1	Block 2	Block 3	Block 4	Block 5	Other
	Maths	Sociology	Photography	Performing arts	Law	Finance
	Psychology	Media	History	Chemistry	Physics	Resit Maths
		Biology	<i>Sport</i>	<i>Forensics</i>		Resit English
		<i>Health and social care</i>				

Year 12

Core	Block 1	Block 2	Block 3	Block 4	Block 5	Other
Tutor review	Biology	History	Geography	Photography	Art	EPQ
	Media	Chemistry	Sociology	Law	Maths	Employability
	Computing	<i>Health and social care</i>	<i>Sport</i>	Physics	Psychology	Resit Maths
				<i>Forensics</i>		Resit English

