



**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 Targeted intervention

In all year groups we have provision that allows students to have additional support in Maths and English when deemed appropriate.

### 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
- Quality of Education PD sessions
- 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



**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 2020-2021

### KS3 - Year 7

At the beginning of Year 7 all students will be taught in tutor groups. Later in the year some subjects will then set students into ability groups at the appropriate time. Some students will get additional support in Maths or/and English

#### All other subjects are taught in tutor groups

Year 7	Curriculum time
English	4
Maths	4
Science	3
Languages	2
Geography	1
History	1
RE	1
PSHCE	1
Art	1
DT	2
Drama	1
Music	1
Computing	1
PE	2
Learning support	



### KS3 - Year 8

At the beginning of Year 8 this year all students will be taught in tutor groups. Later in the year some subjects will then set students into ability groups at the appropriate time. Some students will get additional support in Maths and English

Year 8	Curriculum time
English	4
Maths	4
Science	3
Languages	3
Geography	1
History	1
RE	1
PSHCE	1
Art	1
DT	1
Drama	1
Music	1
Computing	1
PE	2
Learning support	



### 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. Some students will get additional support in Maths and English

Year 9	All (hrs)
English	4
Maths	4
Science	3
French or Spanish	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



## KS4- Year 10

Core (hrs)	Option 1 (3/2)	Option 2 (3/2)	Option 3 (2/3)	Option 4 (2/3)
English (4/5)	French (2 groups)	Geography	French	Triple Science
Maths (4)	History	History	Art	History
Science (5)	Art	Sport	Media	Childcare
Core PE (1)	Learning Support	Engineering	Construction	Computer Science
PSHCE/Beliefs (1/0)	Additional Maths/English	Catering	Dance/Drama	Photography
	Additional Maths		Health and Social Care	
	Additional English			

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 9 were not on track to do so.



**KS4- Year 11**

Core (hrs)	Language Block (2)	Option 2 (3)	Option 3 (3)	Option 4 (2)
English (5)	French (2 groups)	Geography	History	Construction
Maths (4)	Spanish (2 groups)	History (2 groups)	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	Additional Maths	Sociology	Hospitality and Catering
	Additional English	Additional English	Additional Maths	Music
			Additional English	Computer Science
				Additional Maths
				Additional English



## Curriculum - Sixth Form

Subjects and blocks are student led.

Forensics and Geography are teaching Year 12 and 13 together. Other subjects have also in the future (Sport, Health and social care and performing arts)

### Year 13

Block 1	Block 2	Block 3	Block 4	Block 5	Other
Biology	History	Sociology	Photography	Art	Resit Maths
Media	Chemistry	<i>Geography</i>	Law	Maths	
Computing			Physics	Psychology	
			<i>Forensics</i>		

### Year 12

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