



Curriculum Statement of Intent

School Vision:

We believe in pursuing excellence in everything we do. By committing to this aspiration, and continual school improvement, we can provide the very best life chances, and next steps in students' learning at our school, both now and into the future.

Curriculum intent:

In support of our vision, we believe in offering a broad, balanced and inclusive curriculum which: promotes deep, powerful knowledge and academic progress; caters for students' needs; fosters ambition and empowers students in fulfilling their ambitions; promotes a love of learning and the competencies to be successful; develops student understanding of how they can be healthy, safe, active and well-rounded citizens in 21st century society; and promotes social mobility and employability in the local, national and global economy.

Our curriculum aims to promote personal empowerment, societal knowledge, preparation for work and preparation for citizenship. As these areas are rapidly changing, our curriculum is viewed flexibly and is reviewed and regenerated on an ongoing basis.

We will achieve these aims through the provision of a curriculum which:

- Promotes and develops powerful knowledge which is systematically developed to predict, explain concepts and enable students to envisage alternatives (Young et al., 2014). This is more than just facts but also how it is organised to produce new knowledge and acquire further knowledge which is new to the student.
- Ensures that gaps in student understanding, sustained during the COVID-19 lockdown, are overcome through the refinement, prioritisation and personalisation of the curriculum as part of our regenerative approach.
- Fosters a full appreciation for each discipline and its importance in the world and to potential careers, through high quality careers education, information, advice and guidance.
- Places a premium on the importance of reading, providing extensive opportunity for students to read widely and from a variety of different types of text.
- Develops students' confidence and capability to use high level Tier 2 and Tier 3 vocabulary.
- Develops students' oracy competencies.



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- Develops independent, enthusiastic, evaluative and self-motivated learners.
- Builds character as well as knowledge so that students can become well rounded citizens with strong moral beliefs, which influence how they positively interact with one another and contribute to the broader the community.
- Promote student understanding of personal health, development, citizenship, and how to stay safe, alongside the development of fundamental British values (democracy, rule of law, mutual respect, tolerance of different faiths and beliefs, individual liberty).
- Provide students with learning qualities and character traits to flourish in a rapidly advancing world, accessing new jobs of the future.
- Promotes and celebrates diversity and equality, within a fair and tolerant society.
- Support individuals and groups of students who have particular learning needs, to close the gaps they arrive with whilst ensuring they have the same breadth of opportunity to go on and be successful e.g. supporting SEND and students working below age related norms through Fresh Start and Literacy/Numeracy catch up; supporting Disadvantaged students through the strategic use of Pupil Premium funding.
- Provides and promotes extra-curricular opportunities which deepen and extend the curriculum through a wide ranging, enriching offer which fosters participation.

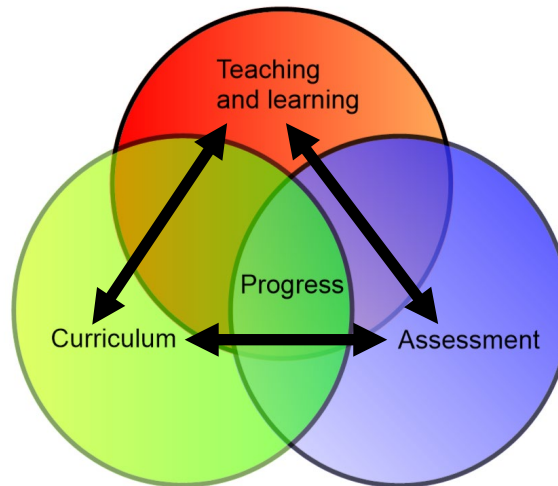
Curriculum implementation

The implementation of the curriculum is based on an entitlement to study all subjects across a three-year Key Stage 3, as part of a broad and balanced curriculum which provides a strong foundation within the Ebacc suite of subjects, whilst also promoting opportunities across foundation subjects, including the arts. Our curriculum also ensures everyone has the opportunity to access the full suite of subjects as students specialise at KS4.

Within subjects, we achieve our intent through the careful planning and sequencing of knowledge which we aim to develop in students, through the careful identification of vertical subject strands and sequencing of ideas within these strands to ensure that foundational knowledge is secure before progressing onto more advanced concepts. We also promote horizontal strands which span across our curriculum, including reading, vocabulary, numeracy, personal development, learning qualities, and assessment. This ensures coherence, depth and cohesivity in the knowledge which students develop over time.

The planned curriculum is then enacted within the classroom, through the skilled delivery of subject specialists. This enactment is undermined by strong teaching and learning and skilful

formative assessment, the outcomes of which enable a responsiveness in adapting the planned curriculum to ensure the needs of learners are met.



Curriculum impact

Our curriculum has been held up as a model of good practice, which we have shared with other schools. An OFSTED Eif Pilot in October 2018 also highlighted the excellent practice in our curriculum development and implementation.

As a result of the strong curriculum we have enacted, the impact can not only be seen in the standard of work produced by students, but also by the attainment and progress figures which our students achieve. Ebacc entry rates have risen significantly over recent years, with over 50% of students now taking the full suite of Ebacc subjects at KS4. Progress at KS4 (Progress 8) places us significantly above national, and in the top 25% of schools, with the English and Open elements in the top 20% of schools and the Ebacc element in the top 40% of schools.