

## Curriculum Statement

We are ambitious for our students, and are confident that our curriculum equips them with the knowledge and skills they need to be successful in an evolving wider world. In essence, we offer breadth, access and challenge. We aim to develop young people who achieve well, are resilient, confident, safe and responsible, feel supported and included, and secure positive destinations beyond school.

The structure of our curriculum plan is a five-year programme of learning, with a three-year Key Stage 3, to ensure breadth during these important formative years. In Maths and Science, students move towards a GCSE programme of study in Year 9, and the GCSE English Literature course is begun in January of Year 9.

Each subject has a clear rationale for its curriculum plan, and a coherent and detailed sequence of work, with integrated assessment points, building towards the end point of GCSE examinations. Our suite of subjects for study at GCSE remains wide, with a strong academic core in the EBacc subjects. We offer RE as a GCSE qualification because it is important to our ethos and the integrity of our curriculum. Alongside the high academic ambition for our students, we have also introduced equivalent level 2 courses to GCSE – with Dance and Sport BTEC qualifications, Cambridge Nationals in Child Development and Enterprise and Marketing, and a Music Technology NCFE.

All students have full access to the curriculum, with an option process that facilitates “free choice” for GCSE options at KS4. All students are required to follow the EBacc element (with at least one course chosen from of Computing, History, Geography, Triple Science or Spanish). For certain disadvantaged students, students with SEND or specific issues around inclusion, we provide a bespoke curriculum choice, ensuring maximum personalisation and flexibility, where students can follow alternatives, alongside a suite of core GCSEs. This can include the Certificate of Personal Effectiveness (CoPE L1 ASDAN), or extended work-based learning, or small group literacy, numeracy and study support with the SEND team in the Pupil Support Centre. No students are “shut out” by having prescriptive pathways, although there is a recommendation that students wishing to follow the individual sciences should be achieving a grade 5 at the end of Year 9.

The delivery of our curriculum is underpinned by adaptive teaching, to ensure all students, regardless of starting points, are both supported and challenged in their learning. This development of pedagogy has been at the heart of whole-school development over the last two years, providing a vehicle for helping us to unpick effective planning, use of targeted Q&A, assessment, and students’ responses to marking. We have also been able to address how revision can be adapted to ensure all students are ambitious and driven in their learning.

We also place an emphasis on the mastery of knowledge. Using strategies such as inter-leaving, spacing and metacognition, we ensure key concepts and skills are embedded in students long-term memory, to be recalled and applied fluently when required. Our focus on developing metacognition is structured around the principles of Building Learning Power, where the 4Rs of resilience, resourcefulness, reciprocity and reflectiveness, ensure that our curriculum explicitly teaches students to become successful learners.

Written feedback is regular and formative, and is valued as a vehicle for developing positive relationships and ambition in learning, alongside identifying misconceptions and informing the teacher of next steps for students; students identify in Student Voice sessions the importance of being able to learn from mistakes and respond to marking (RTM). Regular assessments identify when learning is secure, and inform when teaching can move on, thereby connecting prior, present and future learning.

Interventions are strategically managed, with specialist teaching in English and maths, taking time from non-core subjects to deliver time-bound bespoke programmes, with the aim to catch-up and keep-up. PPG students receive additional monitoring and prioritisation for intervention. Our Ambassador Reading Challenge programme, ensures that all Year 7 students with insecure reading skills, are matched up with a Year 11 ambassador on a supported reading programme. At Years 10 and 11, students are offered additional study sessions before or after the school day, and we offer an academic mentoring programme for selected boys in Year 11.

Aspirational FFT 20 targets are set as a minimum for all students, but our More Able learners continue to be stretched and challenged, lesson by lesson, through adaptive teaching. Alongside this, enrichment opportunities are well-established in the curriculum plan: Year 7 follow a Humanities-based research project developing active citizenship and there is a STEM focus day in Year 8, for example.

The curriculum provision for Personal, Social and Health and Economic education (PSHE), and Spiritual, Moral, Social and Cultural understanding (SMSC), ensures all teachers are committed to developing the young people they teach, so that they promote the key values of equality, diversity, tolerance and compassion. Stereotypes and derogatory language are challenged, resulting in a culture of mutual respect. Students are confident that they are trusted adults to support them in school. Our Christian values of excellence, resilience and care are explicitly celebrated, and student voice confirms that students believe there is the right balance across the school. British Values are explored through the tutorial programme, specific focus days, and curriculum delivery in many subjects, in particular, Humanities and Citizenship. There is considerable crossover between these different curriculum areas, and careful mapping allows us to secure full coverage, as well as ensure there is progression, and age-appropriate learning, whether during the tutorial programme, timetables lessons at KS4, and focus day opportunities at KS3.

The SMSC strands of our curriculum have been further developed to ensure the development of cultural capital, to ensure success in life for our students. Whole school assemblies and the tutorial programme address democracy, the Holocaust and Remembrance, alongside key Christian festivals. The Humanities curriculum develops students' understanding and knowledge, through exploring key dates of cultural significance, and we ensure students are able to visit different environments, including cities, historical sites, galleries, as well as enjoying theatre performances.