

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 global community. 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. In English, Maths and Science, students move towards a GCSE programme of study in Year 9 although this is being phased out so that our current Year 7 students will not start any GCSEs until Year 10. This change is built on the philosophy that Key Stage 3 has its own inherent value in terms of curriculum breadth but also that it is the foundation upon which strong GCSE success is built.

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 Key Stage 4 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 more traditional academic GCSEs we offer a range of equivalent but vocational, level 2 courses: 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 options process that facilitates broad choice at Key Stage 4. Students are required to follow the EBacc element with at least one course chosen from Computing, History, Geography, Triple Science or Spanish. For certain 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 AQA Unit Award Scheme or small group literacy, numeracy and study support within the Pupil Support Centre.

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. The development of pedagogy has been at the heart of whole-school improvement over recent years, providing a vehicle for helping us to unpick effective planning, use of targeted Q&A, formative assessment, and students' responses to marking and feedback. We place an emphasis on the mastery of knowledge. Using strategies such as inter-leaving, spacing, retrieval practice and metacognition, we ensure key concepts and skills are embedded in students' long-term memory, to be recalled and applied fluently when required.

Feedback, both verbal and written, is regular and formative. It is a valuable tool 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.

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.

Aspirational targets are set for all students to ensure that they 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 Relationships, Sex and Health and Education (RSHE), 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 there 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 through the tutorial programme, timetables lessons at KS4, and focus days at KS3. While provision is carefully planned, it is also adaptive; we modify plans where current local or national needs require it, e.g., following the riots of Summer 2024.

The SMSC strands of our curriculum ensures the development of cultural capital, giving students good exposure to the 'best of the best' in order to raise the aspirations of 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.