



Academy Intent and Implementation Pillars: Our whole Academy intent and implementation strategy is deeply rooted in our 6 intent pillars and 10 implementation pillars.

## Intent Statement

Our curriculum intent is driven by our Trust Values and St James pillars. The pillars of our curriculum will provide the best possible **life chances** for our learners. The curriculum we create, and implement is one which is **ambitious, inspiring, supportive and inclusive**, focusing on sequencing of learning over five years which takes learners from their unique starting points to a platform from which they can succeed post 16. We see the curriculum as the mastery of a body of subject-specific knowledge defined by the academy. Knowledge provides learners with the power to explore the curriculum in more depth. Knowledge empowers learners to develop a love for learning. We believe knowledge and skills are both essential foundations for a robust education that challenges learners and pushes them to achieve their potential. Learners cannot develop skills in a vacuum. So, knowledge gives them a solid foundation for learning by identifying the '**Big Ideas**' in each subject discipline. Our aim is for learners to be enthused by knowing more and remembering more. This enthusiasm **raises attainment and aspirations** for all learners. The key question we ask ourselves is: '**What do learners really need to learn?**'. Learners really need to learn both the **disciplinary and substantive** subject specific knowledge by building on their prior knowledge at each stage to develop a **deeper** understanding and **mastery** of various subjects. Our curriculum will be implemented in every lesson by teachers being committed to making experts out of learners; teaching them to '**think like experts**'. We will have a school community of expert artists, expert geographers, expert historians etc.

Our intent pillars:

**Pillar 1 Our Locality:** based on **local job market intelligence** we build resilient learners with the knowledge, understanding and skills to be responsible and effective members of the **community** locally and globally. This intelligence also empowers us to make informed decisions in respect to the subjects we offer. Learners are encouraged to 'Dream Big', celebrate diversity, cultural heritage and the different languages spoken in our Academy. Our curriculum develops **cultural capital** to successfully engage a wide variety of social contexts in the wider world and encourages a love for culture, this further enhances and shows appreciation to the multicultural nature of the Academy. In addition, our curriculum equips our learners with the knowledge and skills needed to enter the **workplace** and be active citizens. It provides an environment where any barriers to learning are actively removed in relation to combat issues raised by the **local context** of the Academy and particularly in relation to our disadvantaged learners and learners with additional needs.

**Pillar 2 Ambitious for ALL:** our curriculum is **ambitiously academic**; it is knowledge-rich and introduces learners to ideas and concepts beyond the walls of the classroom. Our elective curriculum creates additional learning opportunities outside of the classroom and is available to all learners.

**Pillar 3 Equitable delivery:** our curriculum gives **equal entitlement** through a challenging and ambitious offering for all learners, regardless of their starting point. Our curriculum develops memory and **recall** equipping learners with the factual knowledge required to engage with composite activities. Deep, sustained, and valuable learning is provided for all learners, including those with **SEND and Advantaged learners (PP)**. Our curriculum promotes opportunities to develop levels of **literacy** across all curricular areas including the use of strategies such as the 'Frayser model' to improve tier 2 and 3 vocabulary.

**Pillar 4 Broad and balanced:** our curriculum is **broad and balanced** which enables learners to study a strong academic core of subjects and a varied academic and vocational offer. Both the taught and the wider curriculum are the foundation for encouraging our learners to think creatively and critically whilst respecting others and the environments in which they live. They will be able to access all the learning necessary to prepare them for a complex, changing, technological and competitive world.

**Pillar 5 Sequence and progression:** our curriculum **sequences** knowledge and concepts to ensure that prior knowledge is built upon, and higher order skills are developed. This purposeful coherently planned curriculum enables learners to know more and remember more over time, drawing on the latest educational research and strong pedagogical principles. Knowledge acquisition is at the core of our curriculum, using meaningful assessment strategies to ensure teachers check for understanding regularly.

**Pillar 6 Holistic development:** our curriculum provides opportunities across the Academy for the development of good student **health and well-being**. It uses innovative methods to ensure that our learners, irrespective of their background or starting point, are engaged and fully supported throughout their learning journey (both academically and pastorally).

## Implementation and Pedagogy *(How will this be achieved?)*

Our core pedagogical practice and 4 teaching and learning principles are based on Barak Rosenshine and Tom Sherrington’s principles of instruction which ensure that learners have a foundation of knowledge to build other skills, these 4 principles are:

### **Sequencing learning, scaffolding and modelling**

*We sequence learning and use modelling to help all learners understand difficult concepts and procedures.*

### **Questioning**

*We use questioning to actively engage learners, accelerate learning and identify misconceptions, as well as check learners’ understanding.*

### **Reviewing Material**

*We believe learning happens when learners use newly acquired knowledge in conjunction with knowledge, skills and understanding they already possess (prior learning).*

### **Stages of Practice**

*We believe giving learners the tools and time to practise is essential to embed new learning.*

Our learning principles are the basis of all learning in our Academy. Our principles are founded on the belief that every learner, regardless of background or educational need, should experience high academic challenge. The academy’s implementation strategy is deeply rooted in 10 key pillars which is manifested in our classroom practice across the academy. As a result of our knowledge rich curriculum and the important process of curriculum planning steps taken, some of the strategies used in the classroom include:

- Concepts are **broken down** into granular items of knowledge to be **mastered**.
- Teachers have a clear overview of the precise knowledge learners will learn through **progress indicators**.
- Teachers focus on deciding the most effective way to **explain** the content to learners.
- Teaching is adapted in response to **feedback**.
- Teachers identify specifically how to **support** those who need further challenge.
- Classroom practice aims to develop memory and **recall**, equipping learners with the factual knowledge required to engage with composite activities. **Long term memory** is further developed through the use of retrieval practice strategies.
- Our **DNAs** focus on the core knowledge learners require, not just ‘retrieving’ previous information. They are used to activate prior learning and are connected to both current and future learning.
- **Assessment strategies** are used throughout lessons as well as planned summative assessments which are meaningful and relevant. In lessons, teachers check for understanding through a plethora of methods; hinge questions (which uses plausible ‘distractors’ (wrong answers) and multiple correct responses to assess all

learners), effective questioning, cold calling, affirmative checking through circulation (to affirm all learners can transition to the next phase of learning), show me and other strategies.

- Using **models** to support our explanations when teaching something new, e.g. live modelling, worked examples, I do/You do, Conceptual models, WAGOLL and teacher narration of the expert thought process. There is evident practice of securing knowledge through the **gradual release of responsibility**.
- Using **adaptive teaching and practice** to support all learners, particularly our learners with **SEND and Advantaged learners**, resources include Task Boards, Timers etc.
- Sharing **S MAPS** with learners so that they can understand what they are learning, why they are learning (the 'Bigger Picture') and how it is sequenced.
- We use questioning to actively engage learners, accelerate learning, identify **misconceptions** as well as **check learners' understanding**.
- Curriculum disciplines drive the Academy's knowledge strategy which is deeply rooted in **cognitive science/metacognition/self regulation**.
- In lessons, **poor proxies** for learning are identified quickly.

## Impact

- By the age of 18, we want every learner to have the choice of university or a high quality apprenticeship.
- Regardless of setting, streaming or mixed ability classes, learners of all abilities are entitled to the most powerful knowledge they can retain and to the highest expectations they can meet.
- Learners are entitled both to be prepared thoroughly for national assessment and to acquire sufficient knowledge of the wider domain to fully enable further study.
- Learners are entitled to high currency qualifications which improve their life chances.
- All learners make good progress with an added focus on those eligible for Pupil Premium funding (advantaged) and those with special educational needs.
- The proportion of our learners not in education, employment or training is below the national average. We strive for a 0% NEET figure year on year.
- Every learner, staff and parent/carer respond positively to being part of our learning community.

## Curriculum Structure:

The Academy's curriculum has been **coherently planned and sequenced** towards **cumulatively sufficient knowledge and skills**. Subject-specific curriculum content is mapped in our smart curriculum, long-term plans spanning Years 7 to 11, medium-term plans for each subject make clear the progress indicators of each lesson and the knowledge and skills to be gained. Thoughtful consideration is given to the purposeful selection and sequencing of knowledge and how each unit of work and each lesson builds on prior learning. We have a clear rationale for deciding how our curriculum areas are sequenced, which is subject specific, but have the same main goals; learners making connections through coherent sequencing, a low cognitive load demand and interleaving of knowledge for knowledge retrieval opportunities. The tables below outline the structure of the curriculum:

**The Key stage 3 curriculum is as follows:**

YG	Eng	Maths	Sci	His	Geo	MFL	ICT	DT/Food	RE	PA	Art	PE
7	4	4	3	2	2	2	1	2	1	1	1	2
8	4	4	3	2	2	2	1	2	1	1	1	2
9	4	4	3	2	2	2	1	2	1	1	1	2

**The key stage 4 curriculum is as follows:**

YG	Eng	Maths	Sci	Opt A	Opt B	Opt C	PE
10	5	5	5	3	3	3	1
11	5	5	5	3	3	3	1

