

# Curriculum Policy September 2020



ARCHBISHOP  
SENTAMU  
ACADEMY

*Church of England*

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# Archbishop Sentamu Academy

## Christian Vision

### **To lead the best life possible.**

Our distinctively Christian vision is that everyone will be able **To lead the best life possible**, now and in the future. It is underpinned by the words of Jesus in John 10:10 which says *I have come that you may have life in all its fullness.*

This promise of life in all its fullness is lived out through our academy values of:

#### **Respect**

Rooted in the 'Golden Rule', promoting strong and positive relationships, where all are included and valued, and can discover their unique worth as children of God, are essential for our students and staff to flourish.

#### **Community**

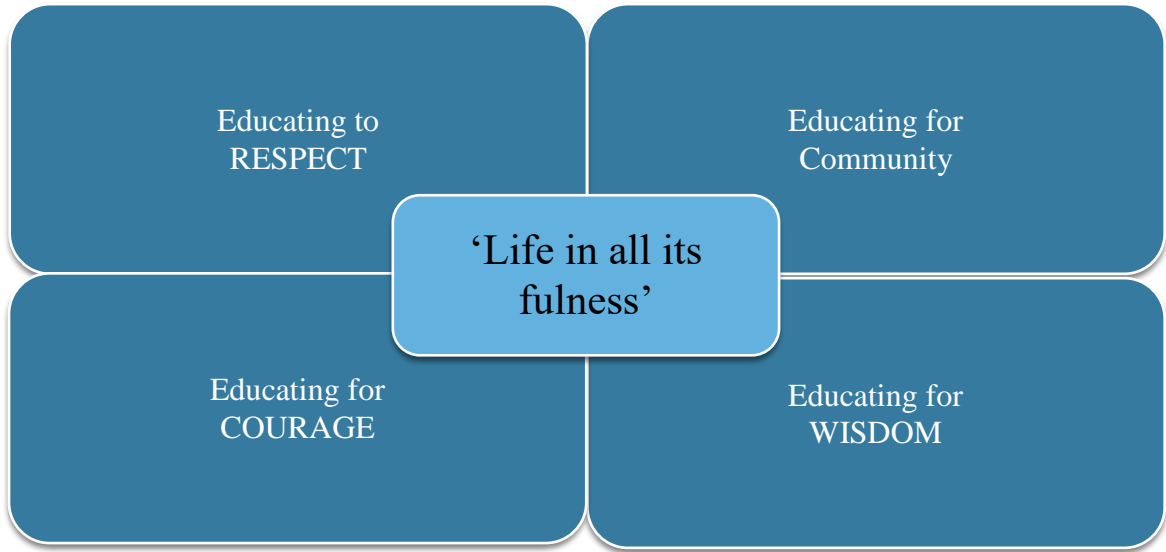
Rooted in the Parable of the Good Samaritan, serving others, in the classroom and beyond, is second nature. Our academy community is committed to serving the local and global community through learning, advocacy, charity and broader engagement.

#### **Courage**

Rooted in the Parable of the Lost Son, our academy is a place where everyone can build perseverance and resilience, in a culture where confidence can grow amongst students, and the courage to face and learn from failure and mistakes becomes a natural point of growth.

#### **Wisdom**

Rooted in the Parable of the Wise and Foolish Builders, our academy is a place where thoughtfulness, reflection and acquisition of knowledge is expected of everyone, regardless of their starting point.



## Curriculum Intent

At Archbishop Sentamu Academy, our curriculum vision is based around the values of Respect, Community, Courage and Wisdom which are at the heart of everything we do. We set high expectations to ensure that every pupil can live life in all its fullness.

Our intention is to ensure pupils make strong progress and that the curriculum supports everyone in doing so.

We want our students to leave with the knowledge, skills and understanding that means they can go onto have life in all its fullness in whatever their next steps are beyond the academy.

At Sentamu Academy, students will:

- experience an aspirational, broad, deep and knowledge-rich curriculum
- be literate and numerate
- have high aspirations for their personal development and achievement
- be resilient learners
- develop their cultural, social, moral, mental and physical development
- secure foundations for progression

### **Students experience an aspirational broad, deep and knowledge rich curriculum**

Our academy curriculum helps students to achieve high standards and make excellent progress. At KS3, the curriculum is ambitious and broad; students learn essential knowledge built around a 'learning journey' to ensure they have a deep understanding across a range of subjects. There are numerous opportunities built into lessons to secure the need to recall and retrieve previous learning so that knowledge is fully embedded.

At KS4 courses are carefully planned to embed an approach which allows students to know their areas of strength and areas for development, whilst building in the revisiting of previous learning. Regular low stakes knowledge quizzing at KS4 also helps students to secure previous learning.

At KS5, students are encouraged to pursue personalised curriculum pathways, including Level 2 Vocational, Level 3 Vocational and Level 3 Academic programmes. Many students complete mixed Level 2 and Level 3 and Vocational and Academic programmes, following detailed 'Information Advice and Guidance' (IAG) at entry to the 6th Form in year 12 and halfway through their 6th Form journey, in the summer of year 13. Some students who begin 6th Form at Level 2 have a 3-year pathway into year 14, provided they progress to higher level qualifications.

### **Students will be literate and numerate**

The development of students' literacy skills are embedded across the curriculum as we understand how vital it is for our students to be literate to achieve academically but also to ensure they can serve themselves and the community beyond the academy. We ensure that in all subjects students have the opportunity to practise and develop their literacy skills. This includes developing their reading, vocabulary and SPAG skills. Numeracy skills are embedded across the curriculum and sequenced, where possible, with the maths curriculum. Numeracy skills are delivered in a consistent way across the curriculum to help students confidence and secure greater achievement.

Students who arrive below expected maths and literacy skills receive extra provision within the curriculum and through intervention to help them close the gap to their peers. The academy ensures that pupils are literate and numerate enabling them to have aspirational goals for their future and achieve at the next stage of their education, employment or training.

In the 6th Form, Maths and English re-sit courses run alongside Level 2 Vocational programmes.

### **Students will have high aspirations for their personal development and achievement**

We aim for our academy to be inclusive and aspirational for all. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We have high expectations for all students and provide opportunities for them to learn what is expected of them morally to serve as good citizens. Our behaviour policy ensures that students learn about choices and that their choices have consequences. The tutor programme has reflection at the centre of its approach, allowing students to develop their understanding of moral issues and helping them to become more accepting and appreciative of differences between people. Whilst gaining knowledge through KS3, KS4 and KS5, we also want them to become learners with aspiration, who are engaged and live out our values of Respect, Community, Courage and Wisdom.

### **Students will be resilient learners**

At the academy we are committed to improving the life chances and aspirations of students. With a focus on becoming expert learners and teaching students to cope wisely when aspects of their lives go wrong, we develop resilience. By ensuring access to a wider curriculum, which provides many opportunities in sports, creativity, performing and work experience, we develop students' resilience. An extensive extra-curricular programme and visits beyond the academy help to develop the students' aspirations, achievement and allows them to become well-rounded citizens who are better placed to serve themselves and the community.

### **Students will develop their cultural, social, moral, mental and physical development**

At Archbishop Sentamu Academy, we recognise the importance for our students in developing their understanding of cultural, social, moral, mental and physical development. Our personal education programme has a focus on relationships (including forming and maintaining healthy sexual relationships) built upon a commitment to one another. We have a comprehensive PSHE curriculum and are committed to working with outside agencies to enhance this programme. Well-being is promoted through the tutor programme and all staff.

### **Students will secure foundations for progression**

Through the curriculum we aim to open up horizons of hope and aspiration and guide students into ways of fulfilling them. In order to better serve themselves and their communities it is vital to ensure students have secure foundations for progression into further education and apprenticeships. Throughout all Key Stages students receive careers information and guidance from an internal careers advisor and Connexions, with a clear focus on the Gatsby benchmarks. This is supported by students receiving a tailored curriculum that ensure they achieve the necessary qualifications and support to progress once leaving the academy.

## **Curriculum Implementation**

The academy believes that a carefully planned, sequenced and structured curriculum is the foundation upon which excellent learning and development of skills, knowledge and understanding is built. The curriculum is designed and implemented in such a way that it builds on prior knowledge and prepares them for the next stage in their lives. This is complemented by the Academy-wide Teacher Effectiveness Enhancement Programme (TEEPs) approach to teaching and learning and our focus on ensuring lesson planning is underpinned by the latest research on

metacognition and principles of cognitive science. We do this to ensure lessons are engaging and suitably differentiated so that students are well-placed to achieve in their learning.

Literacy development and building knowledge are integral to curriculum planning. Subject leaders, who are all experts in their fields, carefully construct a curriculum that promotes an understanding of a wide range of topics.

### KS3

At KS3 the curriculum is designed around the building of knowledge. This encourages students to develop their understanding of key concepts and topics in each subject. All units of learning start with a planned learning journey with clear statements setting out what students need to know, understand and do to reach their target grade. Lesson planning incorporates appropriate differentiation to ensure challenge across all subject areas. The national curriculum content is carefully tracked to ensure that students have covered all areas of the Programmes of Study for the subjects. There are subjects on offer at KS3 that lead into courses that serve the local area's vocational providers at KS5, giving our students the best chances of securing a place in an area that serves their interests.

### KS4

At KS4 our school-wide use of Personal Learning Checklists (PLCs) means our students know what their areas of strength and weakness are. Opportunities are planned to re-teach areas which have not been mastered in the first teaching. This builds in revisiting opportunities and assists recall throughout the course.

Options are structured in such a way that students have a free choice. A guided approach is taken with students in terms of studying a language. This ensures equity of delivery, with all students having equal access to subjects and vocational and academic courses. The options are designed to stretch and challenge students and meet the demands of post 16 providers and the local labour market at the same time as allowing students to follow their interests and develop their talents in their chosen areas. Across the curriculum the academy offers a range of different accreditation routes including the offer of those that do not count in performance tables. This helps build learner confidence and resilience as well as equipping them with the personal skills that many in the community we serve lack. This gives every student an aspirational, broad and balanced curriculum but still offers the flexibility to maximise the achievement of every student. The model also maintains the widest possible choice for progression routes Post 16 as every student will have a greater range of subjects on which to choose future opportunities for education and training.

### KS5

Students are supported in their curriculum choices by receiving bespoke IAG, delivered by a small team of trained professionals; the 6th Form encourages all year 12 students to take 4 subjects at Level 3, allowing them to progress with their 3 strongest A Levels or A Level equivalents in year 13. In order to ensure students are prepared for this, teachers have adopted a model of co-teachability; year 12 and year 13 programmes are organised and sequenced in a way to prepare students for a full 2 year A level or Applied General learning journey from the beginning of year 12. External exam validation at the end of year 12 (for Academic and Applied General courses) allows students to make informed progression choices into year 13 and beyond. Level 2 students complete Vocational choices alongside Maths and English; the Academy enables re-sit students to take externally-validated re-sit exams in November and June of each academic year. Level 2 students who secure a grade 4 in Maths and English are enabled to progress onto Level 3 programmes.

## Curriculum Impact

At Archbishop Sentamu Academy, our curriculum will:

- ensure that the sequence of learning builds upon previous knowledge whilst supporting future progression
- lead to qualifications that are of worth for employers, students and for the entry to further and higher education
- enable students to fulfill their potential
- meet the needs of all learners in our academy
- allow students to build cultural capital and respect for their own and other cultures
- prepare students to compete in the global economy
- prepare students to make informed choices at the end of KS3, KS4, KS5 and beyond.

## Curriculum Hours

- At KS3 students are divided into half year blocks, both containing students from the full range of prior attainment. Students are set by ability in all subjects with Maths and English determining the setting for the other subjects in their linear block.
- Group sizes are between 15-30 students
- A number of classes in Y7, Y8 and Y9 in each half year block have additional Maths and English lessons depending on their literacy and numeracy needs on entry.
- All lessons are 75 mins in length and there are 20 lessons a week, we operate a 2 week cycle
- SMSC and British Values are delivered within PSHE and across the curriculum
- PSHE provision is delivered as a discrete subject.

Subject	Periods per cycle - Year 7	Periods per cycle - Year 8	Periods per cycle - Year 9
English	7 (9 for catch up students)	7 (9 for catch up students)	7 (9 for catch up students)
Maths	7 (8 for catch up students)	7 (8 for catch up students)	7 (8 for catch up students)
Science	7	7	7
Creative Arts (Music, Drama, Art)	2	2	2
Technology (Food, Graphics, MVE/Animal Care)	2	2	2
ICT	1	1	1
French	3	3	3
Chinese	8 (40 min) post school sessions	2 timetabled lessons plus 4 (40 min) pre school sessions	3 timetabled lessons plus 4 (40 min) pre school sessions
Geography	3	3	3



History	3	3	3
PE	2	2	2
RE	2	2	2
PSHE	1	1	1

- At KS4 core subjects are set by ability, humanities and options are set by mixed ability
- At KS4 students are divided into two half-year blocks.
- All lessons are 75 mins in length and there are 20 lessons a week, we operate a 2 week cycle
- Group sizes are between 3-30
- SMSC and British Values are delivered within PSHE and across the curriculum
- PSHE provision is delivered as a discrete subject in Y9 and Y10 and as drop down days in Y11

<b>Subject</b>	<b>Periods per cycle - Y10</b>	<b>Periods per cycle - Y11</b>
English	7	8
Maths	6	7
Science	8	9
History/Geography	4	4
Languages/Option 3	4	4
PE	2	2
RE	2	2
PSHE	1	Drop Down days
Option 1	3	2
Option 2	3	2

- At KS5, Level 3 Academic or Vocational programmes are given 7X75min lessons per fortnight; Level 2 Vocational programmes are designed to be completed in a year; they are given 12x75 min lessons; Maths and English re-sit students are given at least 6x75 min lessons (slight adjustments to some lesson length but not frequency will apply during the COVID version to the timetable)
- Groups are small (typically less than 10) for the majority of subjects, excluding re-sit classes which have up to 25 students
- year 12 complete a planned tutorial pre-school programme, alongside an Enrichment programme (2x75min lessons) which includes a rotation of chaplaincy, RE, healthy living, media awareness, budgeting, British Values and life and study skills. This culminates in a week of work experience at the end of year 12

- Year 13 participate in a one-to-one tutorial programme, designed to secure progression into university or the world of work (during the COVID timetable yr 13 will attend morning tutor for wellbeing checks)
- Higher ability students complete HE Plus and the EPQ independently
- A comprehensive PSHE programme of guest speakers is delivered through weekly assemblies (some adjustments will apply during the COVID timetable)

## Scholarship

- Students at both Key Stages have the opportunity to follow a Rugby or Football scholarship, they form a scholarship band on the model to allow the curriculum to be geared towards their needs and future aspirations to play their sport professionally.
- At KS3 students rotate between Geography and History and between Photography and Graphic Design to allow curriculum time to deliver Btec Sport and Rugby and Football lessons.
- At Key Stage 4 one of their options is Btec Sport and a free choice of a second option in which they have studied the foundations of at KS3 (where it is offered at KS3).
- At Key Stage 4 the scholars are banded with the half year bands to allow for appropriate setting in core subjects
- At KS5, students can participate in a Drama or Rugby Academy scholarship programme

## ARC

The Arc allows our students to learn in an environment that better suits their needs. At KS3 students follow the same curriculum to allow them to integrate back into the main academy. Students do not study a language at the ARC as more time is dedicated to their personal development.

At KS4 students follow a core curriculum of Maths, English and a Science and a range of subjects that they can access, are engaging and relevant to their futures. These are Graphic Design, Photography, Art, Health and Fitness and ICT. Students also study and gain qualifications that are Entry Level or Level 1 to build their confidence on their journey to sitting a GCSE exam. These are Functional Skills Maths and English, ECDL, VCert Level 1 Health and Fitness. These also provide students with valued qualifications in the workplace to compliment any GCSE grades they achieve.

At both Key Stages Crucial Skills, Careers, Princes' Trust, PSHE and Rewards are on the curriculum as these help to develop their personal skills and qualities.

## Assessment

- All students are set a minimum expected grade (MEG) that we expect them to achieve based on their FFT5
- The academy has introduced learning journeys at KS3 across all subjects. The learning journeys are shared with students at the beginning of every new unit of learning. They are also shared online to encourage parental support and to enable students to develop independent work
- Regular, low stakes, knowledge quizzing ensures that students embed knowledge into their long term memory
- Students are assessed by a combination of peer, self and teacher assessments. Summative assessments regularity are determined by individual departments to meet their needs.

- At KS4 following assessments, incisive intervention to fill gaps mean that students make progress
- At KS4 and KS5 students sit regular PPEs to prepare them for their terminal exams and diagnose areas for therapy.
- Parents receive reports 3 times per year. The reports indicate the progress that pupils have made towards their target grade and an indication of attitude to learning and the attendance to date.
- Students at the ARC are also assessed using ABALs data.

## Curriculum Review

- Curriculum implementation will be reviewed and quality assured through QA, walkabouts, lesson observations and focussed book looks
- The curriculum delivered in each subject will be reviewed annually by subject leaders to ensure the sequence of delivery allows students to build on their knowledge, skills and understanding and that students are suitably challenged
- The curriculum hours and subjects offered will be analysed by SLT and governors on an annual basis
- In September 2020 we replaced the rolling programme of Subject Reviews every 3 years with Curriculum Reviews for all subjects. We will revert back to the rolling programme when circumstances allow. One subject review per half term will be conducted, the cycle allows each subject to be reviewed in detail once every 3 years.