

Crofton Academy



The Curriculum At Crofton

THE CURRICULUM AT CROFTON ACADEMY

We believe that every pupil at Crofton Academy, irrespective of their starting point, is entitled to a broad and balanced curriculum that will enable them to continue their learning journey post 16 and beyond. We endeavour to give the opportunity for every pupil to make excellent progress as well as developing the learning skills they need for the future, such as how to learn independently, how to manage information, how to manage and work with people and how to be good, active citizens. Our intent is to work with pupils on their spiritual, moral, social, cultural, mental and physical development. Pupils will be literate and numerate; we have high expectations of their behaviour and achievement, alongside ensuring that pupils know how to be ready to learn, how to respect themselves and others and how to be safe.

We teach a broad and balanced curriculum across pupils' five year learning journey to fully prepare our pupils for further study and the working world. The curriculum includes a range of vocational options to meet the needs of all pupils.

CURRICULUM INTENT

At Crofton Academy every individual will be cared for, supported and challenged to maximise their potential in order to create a feeling of self-worth and ambition. Our core values of care, aspire, succeed are at the heart of everything we do. We set high expectations to ensure that every pupil excels across all aspects of academy life. Our intention is to ensure pupils make outstanding progress and that the curriculum removes any potential barriers to learning.

We want our pupils to leave with knowledge and skills which will not only create excellent life opportunities, but will also prepare them exceptionally well for life beyond the academy.

At Crofton Academy pupils will:

- experience a broad, deep and knowledge rich curriculum;
- be literate and numerate;
- have high expectations for their behaviour and achievement;
- build their character;
- develop their cultural, social, moral, mental and physical development;
- secure foundations for progression.

PUPILS WILL EXPERIENCE A BROAD, DEEP AND KNOWLEDGE RICH CURRICULUM

Our curriculum is always under review and this year we have adapted the five year journey that our pupils take. At KS3, the curriculum is broad and pupils learn essential knowledge built around a 'learning journey' and 'Big Ideas' to ensure they have a deep understanding across a range of subjects. There are many opportunities built into lessons to secure the need to recall and retrieve previous learning so that knowledge is fully embedded. The curriculum is designed in a way to ensure that pupils develop a deep understanding across a range of subjects and align fully with the National Curriculum. At KS4 pupils choose 4 option choices. All pupils have equal access to subjects and pupils are offered a range of both GCSE and vocational options. Pupils also continue to be taught our five year Personal Development Programme. The curriculum is designed to offer stretch and challenge, equity of delivery and to provide a broad and balanced curriculum that provides the flexibility needed to maximise outcomes, keep post 16 choices wide and improve life chances for all pupils. The curriculum will be enriched and will ensure that the pupils build the cultural capital they need to become successful and well-educated citizens.

PUPILS WILL BE LITERATE AND NUMERATE

The academy ensures that pupils are literate and numerate enabling them to flourish, thrive and access the next stage of their education, employment or training. Improving reading is a high priority. All Year 7 - Year 10 pupils are following the Accelerated Reading programme and Drop Everything and Read is part of our curriculum. All pupils are expected to read widely and access a diverse range of high quality and aspirational texts through carefully planned department curriculum mapping. The development of pupil language and oracy is at the forefront of our curriculum as we understand how vital it is for our pupils to build confidence in communication skills not only for their time in school, but also to prepare them for working life. We ensure pupils have opportunities in all subjects to discuss, challenge and build on other points of view and to develop their formality of language to ensure they can have the confidence to speak to different audiences. Weekly numeracy activities take place in Year 7- Year 9 registrations and numeracy skills are embedded across the curriculum. Incisive intervention also takes place.

PUPILS WILL HAVE HIGH EXPECTATIONS FOR THEIR BEHAVIOUR AND ACHIEVEMENT

The academy is inclusive and ambitious for all. We have high expectations of all pupils and provide opportunity for pupils to learn what is expected of them morally. Our behaviour policy ensures that pupils learn that actions have consequences and they can accept and appreciate differences between people. Whilst pupils gain knowledge through KS3 and KS4, we also want them to become learners who are enquiring, enthusiastic, engaged and mannerly. Pupils develop high expectations of themselves and embed our key principles at the academy: Ready. Respect. Safe. Praise is used to reward pupils.

PUPILS WILL BUILD THEIR CHARACTER

We are committed to improving life chances and aspirations for our pupils. Our Personal Development programme provides a solid foundation to allow pupils to learn about the skills and qualities that will enable them to be well rounded citizens, linked to building character and resilience. We encourage pupils to participate in wider curriculum opportunities and to engage in 'bigger picture' work within lessons. We also are building further opportunities for pupil leadership across Year 7 - Year 11.

PUPILS WILL DEVELOP THEIR CULTURAL, SOCIAL, MORAL, MENTAL AND PHYSICAL DEVELOPMENT

At Crofton Academy we take a range of opportunities to develop pupils as a whole, not just academically. Pupils traditionally take part in a range of experiences, learning opportunities and events that support 'Our School Has A Mind To be Kind'. Pupils are prepared for life in modern Britain through 'Bigger Picture' work in lessons, our personal development programme, registration activities and themed weeks and assemblies. Drop down days are used to enrich their PSHE - Personal Social Health and Economic Education. During these events, guest speakers visit school to deliver sessions and collaborate with pupils in order for them to learn how to keep themselves (and others) healthy and safe. Examples of topics which may be explored are: mental health awareness; keeping safe; RSE work etc. Furthermore, these topics are carefully chosen in order to encourage pupils' awareness and understanding of their protected characteristics within The Equality Act 2010. Pupils are actively encouraged to take part in charitable, cultural and sporting activities.

PUPILS WILL SECURE FOUNDATIONS FOR PROGRESSION

It is our intention at the academy to ensure pupils have secure foundations for progression into further education and apprenticeships. From Year 7, pupils receive careers information with a clear focus on the Gatsby benchmarks and this is supported through drop-down days twice yearly and a focused careers week. Over the course of 5 years, pupils



receive a rigorous and ambitious, bespoke program that exposes our pupils to a huge range of voices and experiences and is fully compliant with the Gatsby benchmarks. . Parents are very much informed and pupils have many opportunities to explore the different choices available to them. We want all of our pupils to be aspirational and to recognise the opportunities post-16 and beyond.

CURRICULUM IMPLEMENTATION

The academy believes that a carefully planned and structured curriculum is the foundation upon which excellent learning and development is built. The curriculum is designed and implemented in such a way that it builds on prior knowledge and prepares pupils for the next stage in their education. This is complimented by the academy's '10 steps to outstanding' teaching and learning philosophy. This ensures that lessons are engaging and suitably scaffolded so that all pupils are able to access the curriculum content and are able to spend the large majority of time in lesson working independently at their level of ability.

Development of language and building knowledge are integral to curriculum planning. Subject Leaders, who are experts in their subjects, carefully construct a curriculum that promotes a deep understanding of a wide range of topics. Teachers plan learning that allows pupils to embed and recall knowledge through techniques such as interleaving of topics and spaced practice. This builds firm foundations for progression to the next level, exam success and an understanding of the wider world.

KS3

At KS3 the curriculum is designed around 'Big Ideas'. This encourages pupils to focus on deeper learning to ensure real understanding of key concepts. Each big idea topic has a planned learning journey with clear statements setting out what pupils need to know, understand and do at each stage of their learning. Lesson planning incorporates link to prior learning and is explicit about the expected knowledge to be learned, ensuring that pupils know more and remember more – so that they can do more. The National curriculum content is carefully tracked to ensure that pupils have covered all areas of non-statutory KS4 subjects by the end of Y9.

KS4

Options are structured in such a way to allow pupils a free choice. This ensures equity of delivery, with all pupils having equal access to subjects. The options are designed to stretch and challenge pupils and to meet the demands of the local labour market. Pupils are offered a mixture of practical and academic subjects from all areas of the curriculum. Within the option subjects, the academy offers a range of different accreditation routes including academic and vocational options. This model is designed to offer stretch and challenge, equity of delivery and to provide a broad and balanced curriculum that provides the flexibility needed to maximise outcomes, keep post-16 choices wide and improve life chances for all pupils. So this model maintains the widest possible choice for progression routes Post 16 as every pupil will have a greater range of subjects on which to choose future opportunities for education and training.

PERSONAL DEVELOPMENT FIVE YEAR PROGRAMME

At school we work hard to make sure that all pupils understand how to get the best out of their time with us. It is crucial that pupils are safe, respected, responsible and ready to learn. It's also vital that alongside working with pupils for exam success, we also prepare them for their futures. Indeed, we want to support pupils to be able to contribute positively to society and to find success and happiness in the choices that they make. Our Personal Development Programme underpins this. It is about attitudes and behaviours.

Pupils will follow a five year programme that incorporates: traditional PSHE; Careers and Progression Guidance; Social, Moral, Spiritual and Cultural Education and Fundamental British Values work. It will also provide pupils with citizenship and leadership opportunities. This will support pupils to learn how to appropriately debate, and guide them to be able to make their own informed decisions. This will support pupils in their development - teaching them how to build strong, positive relationships and providing opportunities and experiences to learn about our world.

CURRICULUM IMPACT

At Crofton Academy our curriculum will:

- ensure that the sequence of learning builds on prior knowledge and skills, whilst supporting future progression;
- recognise and support the diverse needs of everyone, so enabling all pupils to fulfil their potential;
- ensure pupils know more, remember more and can do more.
- ensure pupils make at least expected progress with some making better than expected progress to achieve excellence.
- encourage pupils to be reflective, develop curiosity and promote debate, whilst teaching resilience in a drive for success;
- lead to qualifications that are of worth for employers and for entry to further and higher education.
- enable all pupils to fulfil their potential.
- meet the needs of pupils of all abilities at the academy.
- allow pupils to acquire an appreciation and respect for their own and other cultures.
- prepare pupils to compete in the global economy.
- prepare pupils to make informed choices at the end of KS3, KS4 and beyond.
- help students develop lively, enquiring minds and the ability to question and argue rationally.

CURRICULUM EQUALITY AND DIVERSITY

At Crofton Academy, equity and diversity is promoted through a fully inclusive curriculum. This is achieved by:

- The promotion of equality of opportunity.
- The teaching of the FBV of tolerance and respect throughout the curriculum.
- Challenging discrimination and stereotypes in all areas of the curriculum.
- Monitoring the curriculum and personal development provision to ensure that it is representative of a diverse range of cultures.
- Ensuring that the curriculum is planned and delivered in such a way that all pupils are able to access the core knowledge and make rapid and sustained progress.
- Close APS in attainment and progress between all pupils and groups of pupils, in particular those classes as disadvantaged, SEND, LAC and pupils from minority ethnic groups.

CURRICULUM REVIEW

Curriculum implementation will be reviewed and quality assured through line management, curriculum review, pupil voice and lesson visits.

The curriculum delivered in each subject will reviewed annually by subject leaders to ensure the sequence of delivery allows pupils to build on their knowledge and that pupils are sufficiently stretched and challenged.



The curriculum hours and subjects offered will be analysed by the senior leadership team and governors on an annual basis.

The Student Leadership Council will discuss curriculum content and delivery annually. This will be fed back to senior team and staff.

Parents and pupils will have the opportunity to review the curriculum content and delivery through parent and pupil surveys.