

SPALDING ACADEMY– CURRICULUM INTENT / VISION

ASPIRE – CHALLENGE – ACHIEVE

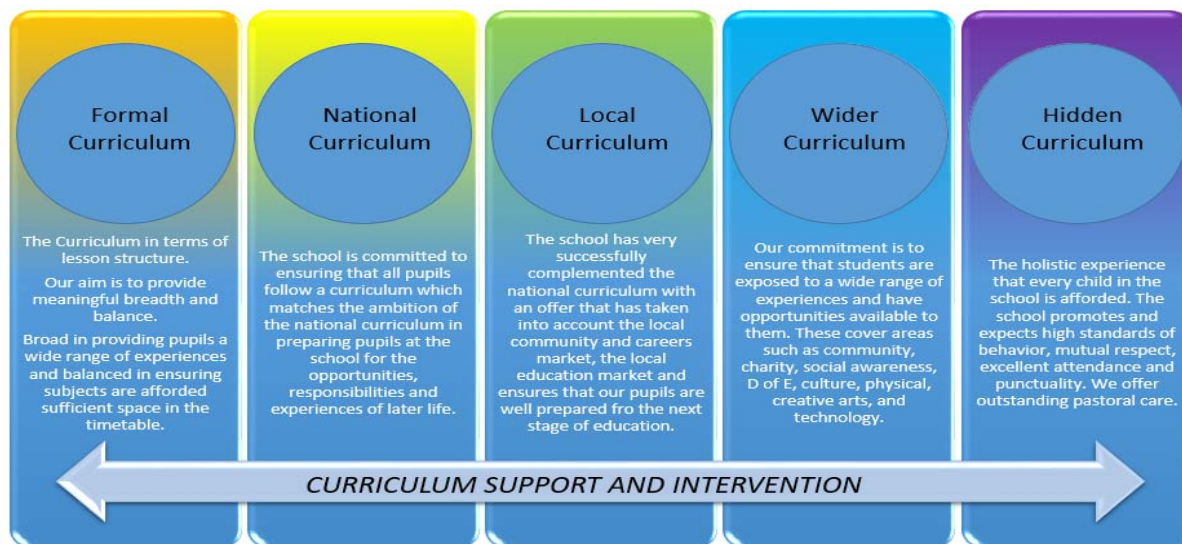
The Spalding Academy curriculum is under constant review. We make changes to what students learn across school and within subjects based on their feedback, progress and aspirations. We are immensely proud of the outcomes our students achieve through our curriculum, including their exceptional GCSE results in the core, EBacc subjects, in the technical and vocational areas and in becoming independent, hardworking and caring young people. We believe that, without exception, our students have individual talents and abilities and are committed to providing a curriculum which is broad, rich and balanced in order to meet the needs of all. We value every curriculum subject area and students are encouraged to pursue a range of subjects reflecting their own interests and aspirations. This range is appropriate to age and ability ensuring students have the opportunity to learn and make the best progress possible, with the ‘Curriculum Journey’ in each subject covering the content of the National Curriculum and puts high challenge, enjoyment and breadth of experience at the heart of learning.

Our curriculum firmly underpins the Trust’s vision for a high performing non-selective school located within a selective area of education which aspires to be ‘Outstanding’ and the current curriculum is the next step on our journey towards this curriculum intent / vision:

- Key Stage 3 aims to provide a secure foundation and subsequent extension of prior knowledge, skills and understanding before broadening out into an ambitious and varied curriculum through our Year 8 ‘Choices’ programme.
- At Key Stage 4 we are unique within the local area for offering a specialised mix of academic, technical and vocational subjects.

*‘Spalding Academy aims to provide a high-quality education which enriches students’ ambition and love of learning and equips them with the skills, knowledge and cultural capital they need to access aspirational Post-16 pathways and meet the responsibilities and experiences of later life’.*

In determining the Trust’s vision for an outstanding curriculum we identified 5 strands of the curriculum: These five strands of the curriculum reflect our belief the curriculum is far more than just a student’s experiences within lessons, but is far more holistic, reflecting the entire sum of their experiences within their school life.



Underpinning these curriculum strands is CURRICULUM INTERVENTION, which is a crucial part in our ambition for all students at Spalding Academy to **Aspire**, **Challenge** and **Achieve**; in doing so to be resilient, lifelong learners, responsible citizens and prepared for the future. Students’ growth in these areas is developed across all aspects of their school experience: the formal curriculum, that matches and exceeds the ambition of the national curriculum, the wider curriculum and the ‘hidden curriculum’.

This means that our curriculum in every subject and beyond is planned to ensure students leave with exceptional outcomes, both in their examinations and in their personal development. We ask every child to strive for personal excellence as well as leaving with the right qualifications to prepare them for the next stage.

The Trust’s overall vision based on these 5 strands of curriculum is summarised in the diagram shown to the left.

## Promoting the Ebacc Qualifications

We are very proud of the fact that students can follow an English Baccalaureate (EBacc) curriculum (Maths, English, Science, Humanities and Languages) to GCSE. We have redesigned our curriculum model in Year 9 over the last two years to further promote the Ebacc subjects and to encourage higher participation across these subjects at KS4 while being committed to maintaining choice for learners. Students in Year 9 follow a timetable that places great emphasis on a core of the Ebacc subjects – including all students having 6 periods a week across Geography, History and MFL, alongside a greater amount of time studying the core subjects of English, Maths and Science.

To accommodate the emphasis on the Ebacc subjects, students balance and breadth of curriculum is maintained through the Year 8 choices programme which allows subjects to have a greater amount of delivery time for their own distinct contribution.

Alongside promoting the Ebacc we place equally high value on the contribution that creative, vocational and technical learning areas also makes to every child's development and our approach is for every student to follow their own pathway, based on strong careers advice and high aspiration for all learners.

Less than 1% of our students go on to be not in education, employment or training (NEET). Our EBacc Average Points Score was 3.61 this year.

You can read more about how the curriculum is organised in each school year on the Curriculum Implementation pages. For a more detailed overview of the knowledge and skills taught in each discipline, please see the individual subject pages.

**Beyond the Classroom:** We aim to open the door to a wide range of experiences. All subjects provide additional learning contexts including; annual school productions, art events, careers fairs and high-performing sports teams in the majority of disciplines. You can find out about these on these on the subject pages and website home page.

For any more information about our Curriculum, please contact Mr Tom Martin, Executive Deputy Headteacher: [tom.martin@Spaldingacademy.org.uk](mailto:tom.martin@Spaldingacademy.org.uk)

## ASPIRE – CHALLENGE – ACHIEVE

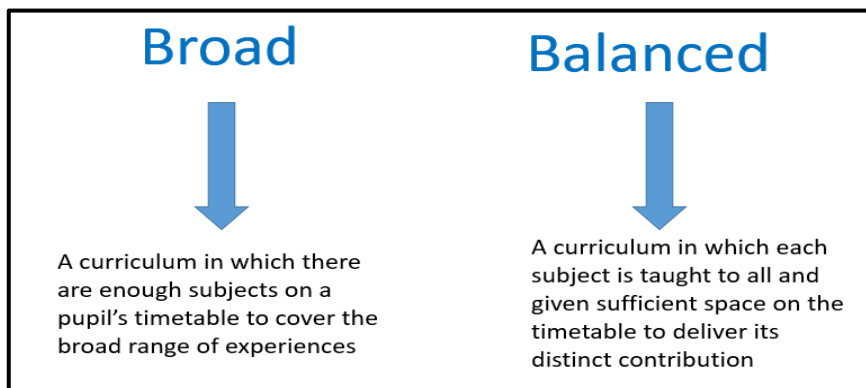
At Spalding Academy we encourage students to aspire, embrace challenge and retain the knowledge, understanding and skills to '[Achieve](#)', in doing so to be resilient, lifelong learners, responsible citizens and prepared for the future. Reflecting this, our curriculum can be summarised by:

- **Academic:** A curriculum that has a broad range of subjects, is challenging, accessible and inclusive for all, balanced with a range of enrichment and extra-curricular opportunities. A key aspect is the systematic approach to the teaching and promotion of literacy and numeracy across the curriculum to ensure that students have essential life skills, are literate & numerate, as well as being digitally literate, finically literate.
- **Choice:** Our students' abilities are diverse and they have many talents. It is extremely important that we enable them to have wide-ranging positive learning experiences and maximise future opportunities.
- **High Standards:** Ambitious programmes of study ensure that our students achieve their potential in national examinations and for all students to aspire to the best future education, employment or training for their individual pathway and have an understanding of how to get there, including exploring and researching the jobs and industries they are interested in and developing the skills and qualities that are required to progress to their next stages.
- **Intelligent Assessment:** Assessment is used not solely for summative judgement but to also inform teaching and ensure continuity and progression between Key Stages, with forensic marking by teachers to support students learning and key curriculum intervention.
- **Equipped:** A coherent programme of personal, health, social, careers and economic education that ensures students are exposed to the experiences and opportunities they need to succeed and lead a healthy lifestyle in the wider community.

- **Values:** Promotion of high quality behaviour, both outside of lessons and behaviour for learning, with students valuing equality and diversity, demonstrating the mutual respect and understanding of those with different cultures, faiths and beliefs thus mirroring the fundamental British values of democracy, the rule of law, high standards of behaviour and individual liberty (paying particular regard to the Equalities Act, 2010).
- **Esteem:** Belief in and building of students' wellbeing to develop confident, resilient and independent learners who can be proud of their achievements. Learners who are organised and independent, take pride in their work and develop their cultural capital and appreciation of culture and society beyond their own experience and learners who value how to maintain healthy relationships with others, have an understanding of how to look after their mental and physical health and wellbeing.

## THE FORMAL, NATIONAL AND LOCAL CURRICULUM

The formal curriculum defines our curriculum in terms of lesson structure. Our aim is to provide meaningful breadth and balance of curriculum.



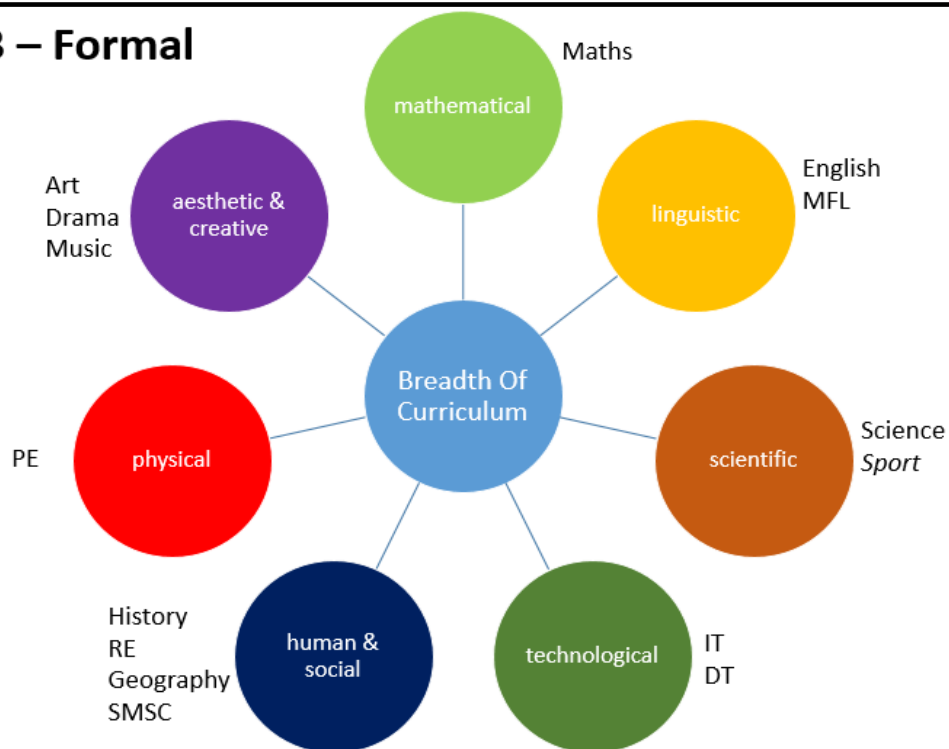
We are committed to ensuring that our curriculum matches (and exceeds) the ambition of the national curriculum in that it is:

- a curriculum that is ambitious for all pupils
- a curriculum that is coherently planned and sequenced
- a curriculum that is successfully adapted, designed and developed for pupils with SEND
- a curriculum that is broad and balanced for all pupils

We have achieved this breadth of study at Key Stage 3 through looking at the seven educational aspects of the formal curriculum.

## KEY STAGE 3 CURRICULUM

### Key Stage 3 – Formal Curriculum



Key Stage 3 curriculum serves a clear purpose in every subject at Spalding Academy. The Curriculum Journey in each subject covers the content of the National Curriculum and puts high challenge, enjoyment and breadth of experience at the heart of learning. The learning from primary school is built upon and not repeated, and knowledge and skills are developed to prepare students for the next stage. You can see these journeys on the pages for each subject.

We are ambitious for all of our students, therefore they all study every subject regardless of ability. In Year 9 we do maximise the balance of subjects by allowing students to focus on two areas of aptitude whilst maintaining a large core of subjects including geography, history and languages for all.

Class groups are organised into three 'bands' promoting higher expectations for all groups. Although the timetable is structured in ability bands a key feature of Spalding Academy is that students are not restricted by this and movement between teaching groups and bands is common, based on thorough assessment of progress. It is also important that we recognise students come to us with many different strengths and are not placed into the same teaching groups for all subjects.

Encouraging students to lead active and healthy lifestyles is very important to us. To this end as students rotate through the DT disciplines they cover Food both as a practical unit and a theoretical unit. The third DT discipline is a Graphic Design unit.

The balance of subjects can be seen in the weekly distribution of lessons below:

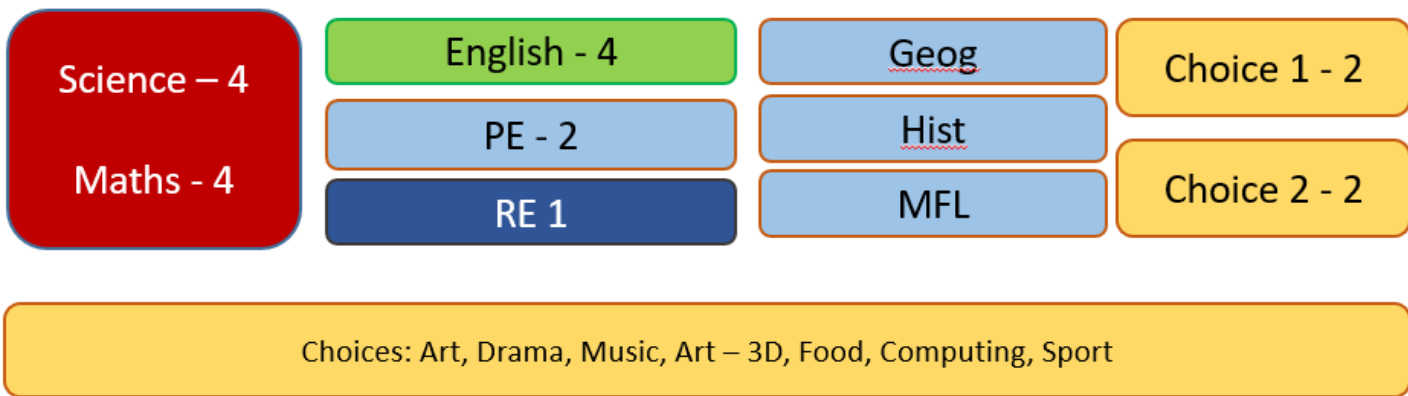
4 Groups	A Band	English - 4	Science - 3	Geog - 2, Hist - 2
		Maths - 4	MFL - 1	PE - 2
		Drama, Music, DT, Art, IT, RE, PSHE - 1		
5 Groups	B Band	English - 4	Science - 3	Geog - 2, Hist - 2
		Maths - 4	MFL - 1	PE - 2
		Drama, Music, DT, Art, IT, RE, PSHE - 1		
2 Groups	C Band	English - 5	Science - 3	Geog - 2, Hist - 1
		Maths - 4	MFL - 1	PE - 2
		Drama, Music, DT, Art, IT, RE, PSHE - 1		

YEARS 7 & 8

### Maximising Balance

As pupils progress through Key Stage 3 we aim to maximise the balance of the curriculum by affording more time for subjects to deliver their distinct contribution.

Breadth and ambition for all students are maintained through the core of the Ebacc subjects.



YEAR 9

# KEY STAGE 4 CURRICULUM

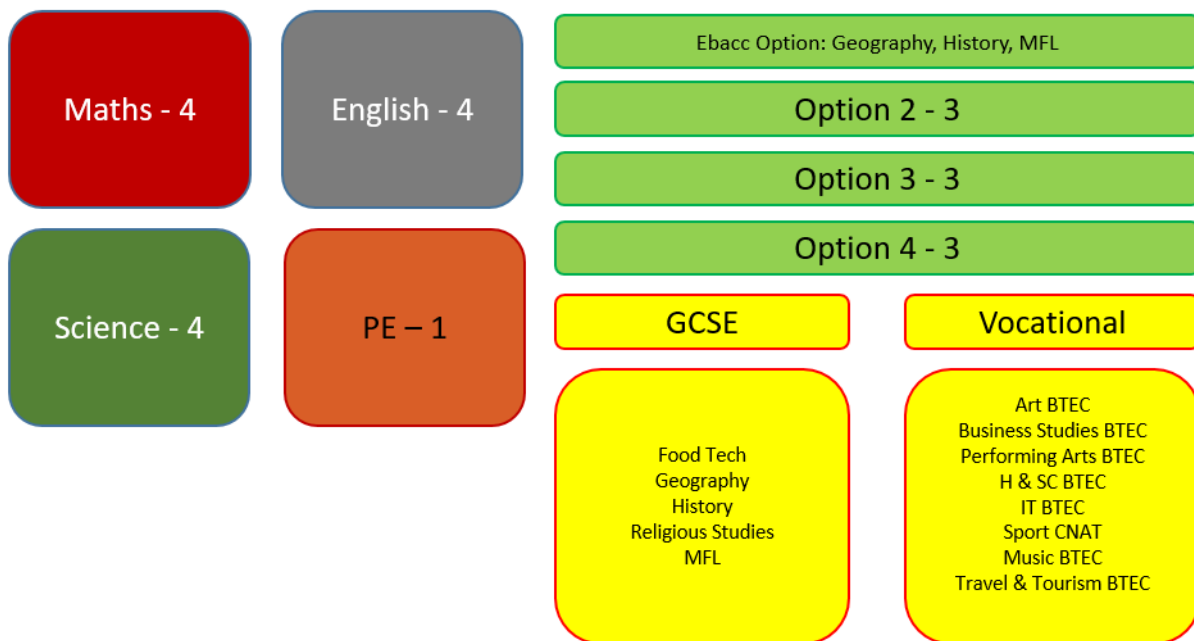
## Key Stage 4: Local Curriculum

In Year 10 and 11 students are now studying for their final qualification subjects. Through the Options process, we meet the statutory national requirements and aim to provide a more bespoke curriculum for Year 10 and 11 study. For us, this means giving our students as much choice and flexibility as possible, whilst ensuring they follow examination courses that lead to positive outcomes and give them access to aspirational Post-16 opportunities at the correct level. We have paid particular regard to the local community, jobs market and further education opportunities to develop a local curriculum offer with a broad range of GCSE and vocational qualifications available. This local offer has ensured progression onto further education and beyond into successful careers for many students.

Students choose up to four Options subjects, in addition to English Language and Literature, Maths, Science and a Humanities subject. Students are encouraged to continue to achieve the English Baccalaureate however, some students decide to follow other creative, technical or vocational qualifications and follow an alternative pathway to the EBacc, which is designed to bridge the gap into future study or employment upon leaving Spalding Academy.

Our values in designing our Key Stage 4 curriculum are:

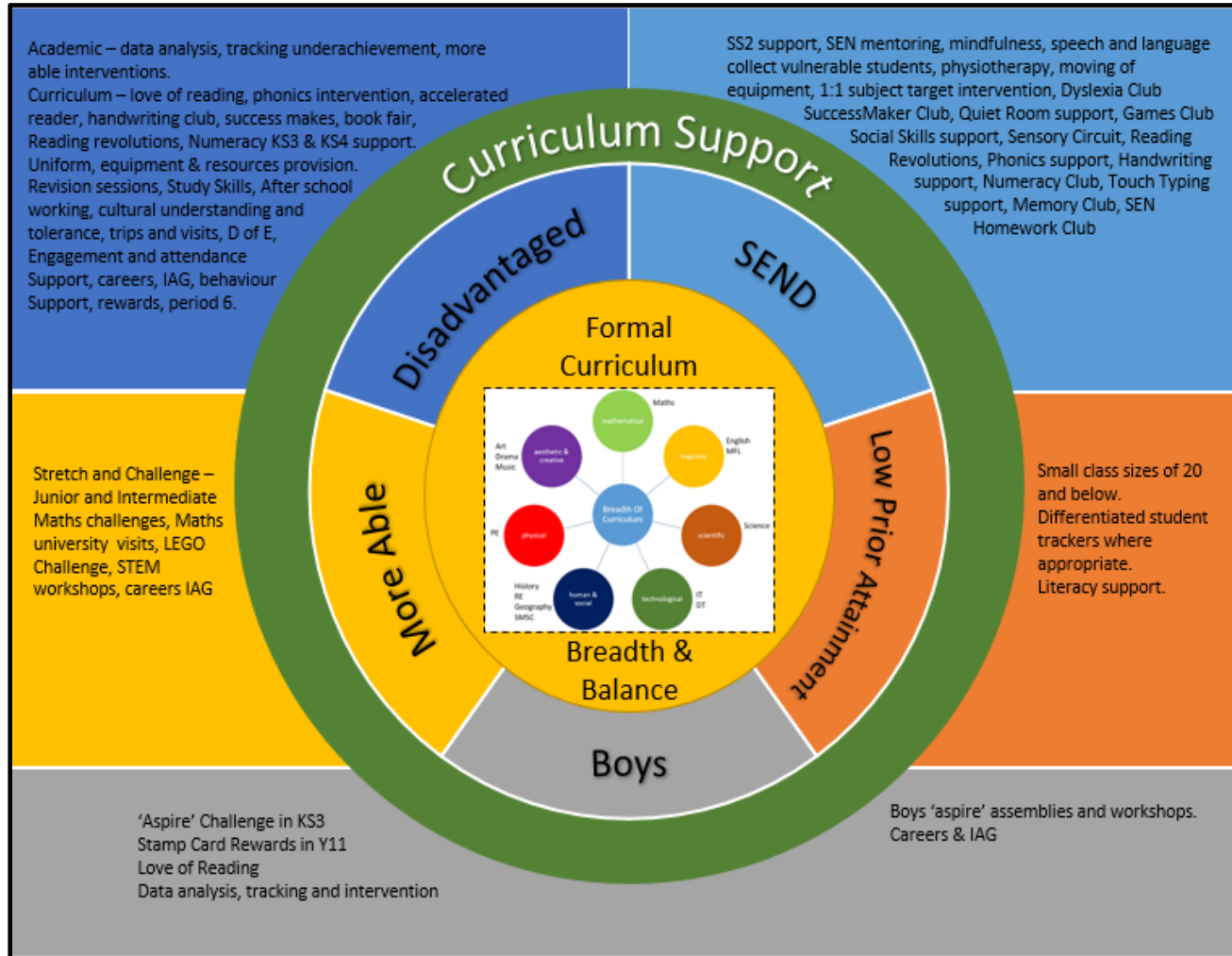
- The belief that student choice should be maximised. Students at Spalding Academy choose 4 subjects which is quite rare in education now. We believe that in order to reflect the diversity of talents that our students demonstrate the choices they have should be as wide as possible.
- Vocational subjects, including the creative and technical subjects are the equal of academic subjects. We encourage (but do not insist upon) as many students as possible to study a vocational subject.



In addition to their assessed curriculum, students' physical, religious, moral and spiritual education continues in core SMSC / PSHE sessions and PE lessons. At Key Stage 4 PSHE continues to be delivered through our daily SMSC programme delivered by tutors. This is supplemented by special PSHE days.

Additionally, in Year 11, students benefit from the addition of an offered "Period 6" curriculum intervention at the end of each day. This provides a vital opportunity for intervention in the subjects where they require more support.

# CURRICULUM SUPPORT & INTERVENTION



We are highly ambitious for all of our pupils.

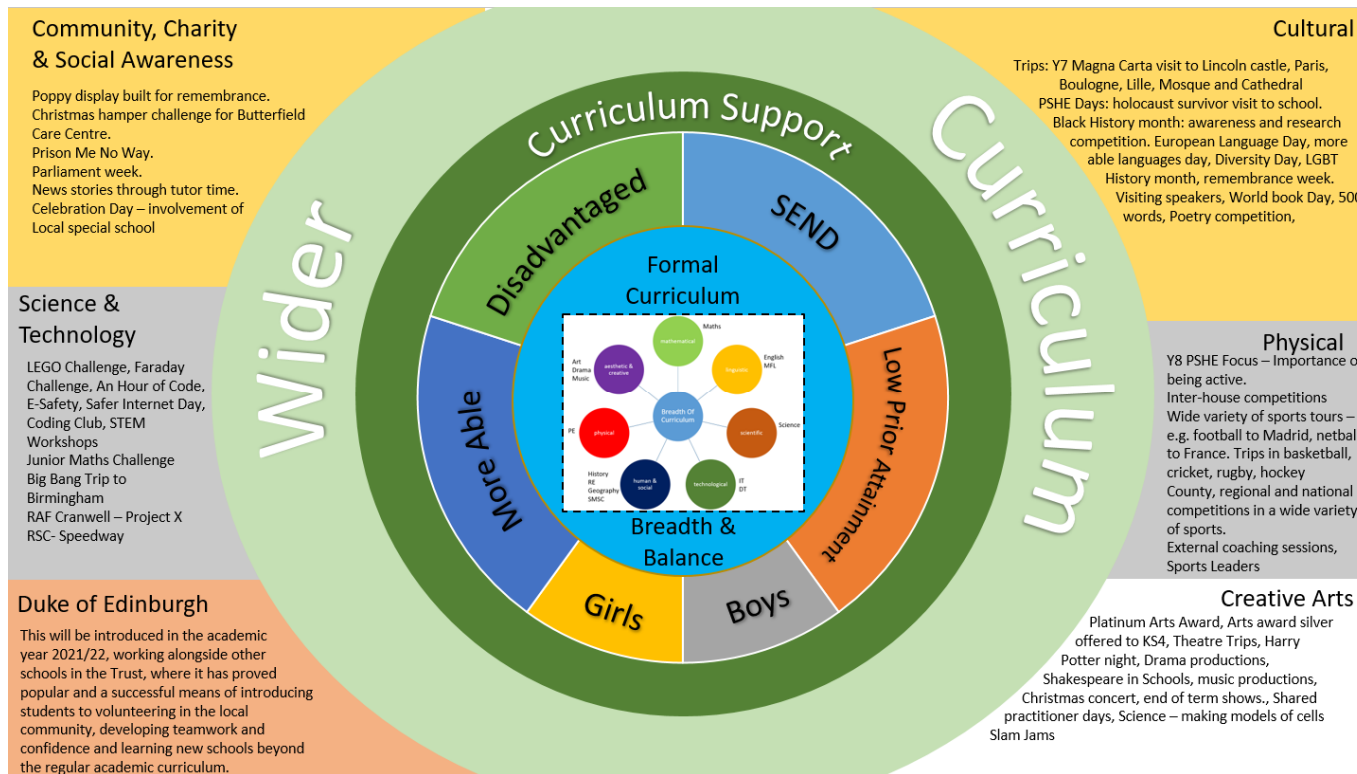
In order to help students to successfully access and enhance the formal curriculum to meet individual needs we provide ‘wrap-around’ support.

The aim is that all students:

- **Have high aspirations**
- **Are challenged**
- **Achieve**

This is delivered through high quality teaching and outstanding support. All students are tracked throughout their school life and receive appropriate interventions. However certain key groups of students will benefit from additional strategies of support.

# THE WIDER CURRICULUM AND 'HIDDEN' CURRICULUM



Our commitment and belief is that all students, regardless of background or academic ability should be exposed to a wide range of experiences and have many and varied opportunities open to them to allow them to develop into well rounded young adults with curious minds, a passion for their own interests, and are both socially and culturally aware.

To this end Spalding Academy provides a wide range of activities, trips and other opportunities that support every aspect of the wider curriculum.

These are grouped into six categories:

- Community, Charity & Social Awareness
- Science & Technology
- Duke of Edinburgh (to be introduced 2021/22)
- Cultural
- Physical
- Creative Arts

The 'Hidden' Curriculum: We recognise that a large part of a student's experience in school takes place in the 'gaps' between formal learning and in the interactions with both staff and fellow students. We promote high standards of behavior, mutual respect, excellent attendance and punctuality, mutual respect. These values are built and fostered through our interactions with students, a focus on consistency of standards (such as the four-point behavior plan), assemblies, tutorial periods, the way in which we provide feedback in a supportive manner and encourage aspiration, the high value that we place on rewarding students (reward trips, super prize draws, aspire challenge etc.). In short, we recognise that every interaction that we have with students is a part of their 'curriculum' and as such needs to fit into our core vision of **Aspire, Challenge and Achieve**.



## CURRICULUM RESPONSE TO COVID-19

Whilst the school was closed to students (apart from key worker students), it was important that we continued to deliver the full curriculum and to manage this in a way that would best minimise the impact of the closure and to ensure that students' progress was maintained as well as possible.

To this end the following actions were taken:

Preparing the students for home learning	Prior to closure, anticipating that we may have to close robust systems were put into place. Students were fully involved in this process and a series of assemblies were held with each year group explaining fully how the setting of work would be managed and monitored.
Setting of lessons	Staff set lessons daily using Show My Homework. The structure of lessons were kept as closely as possible to the lessons that would take place in school, including the use of starters, and intelligent assessment opportunities.
Staff monitoring of lessons	A key part in continuing a high quality of education is the time spent by staff responding to student questions and comments via Show My Homework and giving feedback on submitted work.
Quality Assurance of lessons	Every day the quality of lessons set was examined and reports produced. Any in school variation was tackled through Heads of Departments and monitored to ensure that any necessary improvements were made.
Monitoring Student Participation	Student participation was monitored daily. Pastoral staff contacted families to ensure student participation. When the school could open more fully on June 15 <sup>th</sup> students who had not engaged as fully as others were brought into school to catch up on work.
Other Curriculum Adjustments	Departments produced a plan detailing how they would adjust their scheme of work and delivery dependent upon the length of school closure – for example, changing the order of teaching units so that certain work which particularly depends upon equipment or physical equipment was left until the re-opening.
Maintaining whole school curriculum requirements	Option processes were moved to an online process during the closure to ensure that students receive a full curriculum offer upon their return in the next academic year. The options evening was deliver via video and the completing of forms was moved online.
Managing re-integration	The face to face re-introduction of Year 10 successfully ensured that all students had sessions with their teacher in every subject - the sessions were 90 minute sessions in every subject, delivered over two days per student.
Gap Analysis at Key Stage 3	In the last week of term student in Years 7 & 8 took Progress Assessments in English, Maths and Science. These provide the school with detailed gap analysis which Heads of Department can build into their curriculum planning over the next academic year.

## Covid Recovery Programme – 2021/22

During the academic year 2021/22 the school is taking robust measures to help students recover in their learning. We acknowledge that as students return to school we need to re-engage them in every aspect of school life – i.e the wider curriculum. To this end the school, and each subject area are promoting “**Pride – Respect – Celebration**”, through which we aim to renew students love of learning, pride in their own work and their social skills. We are also increasing the

Each curriculum area will also be identifying gaps in skills, knowledge and understanding that have been exacerbated by the pandemic, and introducing strategies to address these. These measures include:

PSHE & Well being	The need to expand the amount of PSHE in the curriculum is of paramount importance following the school closure. The lack of face to face teaching and support will have been most keenly felt in this area, where students need the group discussion and teacher input. To address this PSHE is being integrated into the KS4 curriculum timetable. Students will receive 1 period of PSHE per fortnight in addition to the planned delivery through the half hour afternoon registration periods. This will be done on a rotation
National Tutoring Programme – Ebacc	The school will be delivering an ambitious programme of tuition aimed at reducing gaps in knowledge in the Ebacc subjects – Maths, English, Science, Geography, History and MFL. This will be delivered through 15 weeks of intervention lessons delivered through a hybrid of remote and face-to-face education. Although the scope of the national tutoring programme is to provide catch-up for Pupil Premium students we recognise that other students have also been impacted and so will be extending the focus to include other students in need.
National Tutoring Programme – Literacy	The greatest challenge academically at Key Stage 3 is recovering levels of literacy among students who were not fully engaged during school closure. Through the National Tutoring Programme we are putting in place an ambitious programme of support to make rapid improvements in reading ages among disadvantaged students. This will involve a large number of staff, teachers and teaching assistants in delivering weekly sessions after school to small groups of students. As with the Ebacc recovery in KS4 the main focus will be on Pupil Premium students but it will also be extended to cover other students in need.
Subject level – Knowledge Recall	All subject areas work through their curriculum implementation to increase opportunities for students to test knowledge. Departments are using strategies to identify and address areas of weakness. This include measures such as regular low stakes assessments, starters, adjusted homework tasks with extra opportunities for recall.
Remote Education	We recognise that whilst school is on many levels ‘back to normal’ there is still ongoing disruption to face-to-face education caused by the pandemic and students are still having to self-isolate. Therefore, all lessons are being made available remotely through Show My Homework. There is a thorough process of quality assurance in place to monitor the frequency and quality of this work.
IT Facilities – Removing barriers to learning	Pupil Premium students in need are being provided with a laptop to support their home learning.