

Smith's Wood Academy Curriculum Statement 2021/2022

The Academy curriculum ensures all pupils in the Academy experience a rich, broad and balanced experience, reflecting the FMAT mission of `Enriching lives, transforming futures`. We want all our students to experience the joy and wonder of learning.

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character through the acquisition of life skills. We are preparing all our pupils to contribute positively to modern British society and have a suitable career and destination. All pupils have the entitlement to study a rich and varied curriculum.

The Trust values permeate the curriculum

Excellence: a curriculum of the highest quality to ensure excellent outcomes **Dedication:** we believe there is dignity in hard work **Ambition:** we want the very best for all of our students.

Integrity: moral purpose will underpin the curriculum decisions we make for our pupils **Tradition:** British values, literacy and numeracy underpin the curriculum

We believe all students, whatever their background, are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts – in every classroom, every lesson, every day. This means that our teachers are subject experts who model excellence and allow our students the opportunity to deliberately practise their responses at length. Our feedback policy is designed to clearly demonstrate strengths and areas for development in student work and consequently our workbooks demonstrate resilient and confident learners.

Our students have the right to be introduced to deep knowledge and a wealth of information from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning. This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Not only do we place high value in our timetabled curriculum, we work hard to ensure this is complemented through high quality out of hours learning in the Arts and sport. These opportunities are highly valued and held in high esteem by students and staff alike. We believe in developing well rounded young people beyond the classroom and we have an extensive extracurricular timetable providing opportunities both at lunch time and at the end of the academy day.

As a community we believe that high quality vocational learning continues to be meaningful to our students and we have many students who choose to pursue careers through employment based training opportunities such as apprenticeships in addition to those who study vocational and academic qualifications in post-16 education. Careful planning and delivery enables our

vocational subjects to be delivered with the academic rigour and ambition that characterises the non-vocational components of the curriculum.

In addition to preparing our students for the world of work and further education, it is important that all students can form a sense of justice and a moral code to guide them through life. This is why our PSHE, SRE and Religious Education curricula continue to underpin the taught curriculum. Staff are expected to draw on these subjects regardless of their area of subject expertise and we deliver termly enrichment days to provide relevant key messages as determined by both the local and national contexts. Religious Education is taught as a separate subject at Key Stage 3 and in collaboration with PSHE at Key Stage 4, as well being offered as a GCSE option.

The Curriculum policy is split into 3 sections:

1. The **INTENT** of the curriculum which outlines the rationale behind its design, content and sequencing;
2. The **IMPLEMENTATION** of the curriculum which is concerned with curriculum delivery, in terms of teaching, assessment and feedback and how leaders and teachers respond to this;
3. The **IMPACT** of the curriculum which is concerned with how the effectiveness of the curriculum is evaluated to support leaders, teachers and students.

The INTENT of the Smith's Wood Academy curriculum

We are committed to ensuring that our students retain as much breadth in their curriculum for as long as possible. We support all of our students in achieving their full potential by offering a 5-year curriculum that includes academic, creative and vocational subjects that are both relevant and engaging for all our students.

Key Stage 3 Curriculum INTENT (Years 7-9)

Our Key Stage 3 curriculum provides our students with the full breadth of National Curriculum subjects delivered across 25 x 1-hour periods per week. We believe that each subject is unique in the way it should be implemented within the classroom and therefore students are taught in ability-based groups or mixed-ability groups depending on the needs of the subject and the students.

Structure of the Key Stage 3 curriculum

Our students spend a maximum of 4 hours per week in subject areas determined by the need to build a strong foundation of skills and knowledge to access each subject area:

Subject	Hours per week
Mathematics	4
English	4
Science	4
Humanities (Geography, History and RE)*	3
Modern Foreign Language (Spanish)	2

Computing	1
Creative Subjects (Art, Drama and music)*	3
Person, social, health and economic education (PSHE)	2
Physical education (PE)	2

*Some of our students require additional support and are taught in smaller groups depending on their individual needs whilst also experiencing the same breadth and depth of curriculum as all students. Students may require additional support because of a diagnosed SEND need or because they have been identified as requiring an additional level of nurture and care.

The content, structure and sequencing within the curriculum of each subject is designed and delivered based on bespoke **learning journeys** (See below and IMPLEMENTATION section). Learning journey content, structure and sequence has been determined by:

- the needs of our students given the context of the Academy and its community;
- the relevant Key stage 3 National Curriculum programme of study;
- regular assessments that allow leaders to evaluate the effectiveness of their curriculum and make appropriate and timely changes (See IMPACT section).

Some students arrive in year 7 having already fallen behind in mathematics and English. These students receive additional support in both subjects in order to 'catch-up'.

Key Stage 4 curriculum INTENT (Year 10 & 11)

We strongly believe that an effective curriculum is not "one size fits all". We design our curriculum to meet the needs of every student by ensuring they have access to the individualised pathways and additional support that best suits them. We place the needs of the students at the heart of their curriculum choices. We offer a range of GCSE and vocational subjects through bespoke pathways that aim to ensure our students achieve their potential and are prepared for their next stage in education and life.

We believe that each subject is unique in the way it should be implemented within the classroom and therefore students are taught in ability-based groups or mixed-ability groups depending on the needs of the subject and the students.

Structure of the Key Stage 4 curriculum (September 2021)

Pathway 1 – Ebacc	Time	Pathway 2 – blended	Time
English Literature & language	5 hours	English Literature & language	5 hours
Mathematics	5 hours	Mathematics	5 hours
Biology / Chemistry / Physics (Triple Science)	5 hours	Combined science	4 hours
Geography or History	3 hours	Geography or History	3 hours
Option A – free choice (GCSE & Vocational)	3 hours	Option A – free choice (GCSE & Vocational)	3 hours
Option B – free choice (GCSE & Vocational)	3 hour	Option B – free choice (GCSE & Vocational)	3 hours

PSHE / RE / Physical Education	1 hours	PSHE / RE	1 hour
		Physical Education	1 hour
Total	25 hours		25 hrs

Structure of the Key Stage 4 curriculum (September 2021) Subject to confirmation.

Our students will experience 1 of 3 curriculum pathways delivered across 25 x 1 hour lessons.

Pathway 1 – Ebacc	Time	Pathway 2 – blended	Time	Pathway 3 – vocational	Time
GCSE English Literature & language	5 hours	GCSE English Literature & language	5 hours	GCSE English Literature & language	5 hours
GCSE Mathematics	5 hours	GCSE Mathematics	5 hours	GCSE Mathematics	5 hours
GCSE Biology / Chemistry / Physics (Triple Science)	5 hours	GCSE Combined science	4 hours	GCSE Combined science	4 hours
GCSE Geography or History	3 hours	GCSE Geography or History	3 hours	Option A – vocational	3 hours
GCSE Spanish	3 hours	Option A – free choice (GCSE & Vocational)	3 hours	Option B – vocational	3 hours
Option B free choice (GCSE & Vocational)	3 hours	Option B – free choice (GCSE & Vocational)	3 hours	Option C – vocational	3 hours
PSHE / RE / PE	1 hour	PSHE / RE	1 hour	PSHE / RE	1 hour
		Physical Education	1 hour	Physical Education	1 hour
Total	25 hours		25 hours		25 hours

Option subjects are a broad range of GCSE and vocational options:

- GCSE Art
- GCSE Drama
- GCSE Food preparation and nutrition
- GCSE Geography
- GCSE History
- GCSE RE
- GCSE Spanish
- BTEC First award in Sport
- BTEC First award in Travel and Tourism
- BTEC Media Studies
- BTEC Tech award in Health and Social Care
- OCR Cambridge National in Creative iMedia
- OCR Cambridge National in Enterprise and Marketing

As with Years 7 – 9, core subjects are allocated a high proportion of time, to ensure students have a strong grounding in subjects that complement all other subjects. The subject choices blocks ensure that students can follow a variety of combinations of courses in Years 10 – 11, including

access to the English Baccalaureate (Ebacc). Senior and middle leaders spend a significant amount of time liaising with students and their parents ensuring that course choices best match each student.

Key Stage 4 options process

To ensure that students select the most appropriate subjects for their career aspirations our students are supported in a variety of ways. Throughout Years 7 – 9, the CEIAG team runs a careers programme, which includes free access to online careers guidance software. In Year 9, the subject choices process begins in January. The process is launched with a day that focusses on careers information, an hour's information session on how the process works, as well as opportunities to meet with subject ambassadors to discuss their experiences of each subject. An Options and Careers Evening is held in January for students and their parents to discuss any queries with each specialist teacher and the Head of Subject. All subject teachers discuss with students and parents any queries about their specialist courses and a student's aptitude for them. The Careers Education, Information, Advice and Guidance (CEIAG) team runs assemblies, individual meetings and advice sessions throughout the year as well as drop-in sessions at lunchtimes. They also run visits to universities and engage with a variety of careers organisations to raise awareness of the opportunities available for students.

The content, structure and sequencing within the curriculum of each subject is designed and delivered based on bespoke **learning journeys** (See below and IMPLEMENTATION section).

Learning journey content, structure and sequence has been determined by:

- the needs of our students given the context of the Academy and its community;
- the relevant specification;
- regular assessments that allow leaders to evaluate the effectiveness of their curriculum and make appropriate and timely changes.

Learning journeys as part of the INTENT of the Smith's Wood Curriculum

We use Learning Journeys to provide support and clarity around our curriculum to ensure all teachers, leaders and students are aware of:

- What our curriculum is building towards and what our students need to know to reach the end point successfully;
- How and why the curriculum is sequenced to ensure students successfully reach their end point by retaining knowledge so they know more, understand more and have the skills to do more;

Our learning journeys are designed to ensure the intent of our curriculum is achieved. There are specific sections within them allow this to be a reality. Specifically:

- **Learning objectives linked to a Big Question** designed to offer clarity and challenge to our learners;
- **Substantive and disciplinary knowledge** to offer clarity and guidance to teachers;
- **Guidance on appropriate tier 2 and 3 vocabulary** that must be learnt and used within context to increase the cultural capital of our students.

The IMPLEMENTATION of the Smith's Wood Curriculum

The Smith's Wood Academy curriculum is implemented based on a teaching and learning strategy rooted in modern research. We recognise the majority of our students arrive with us lacking the cultural awareness and cultural capital that is required to be a success in the 21st Century. We also recognise that many of our students lack the structure in their lives to become successful, resilient and confident learners.

Our teaching and learning policy is based on the Teaching for Excellence model that is based on the direct instruction approach designed to offer a structured experience for students in lessons whilst also allowing for extended writing (deliberate practice) and deep feedback.

Learning journeys as part of the IMPLEMENTATION of the Smith's Wood Curriculum

We use Learning Journeys to provide support and clarity around the implementation of our curriculum to ensure our teachers, leaders and students are aware of how and why lessons and sequences of lessons are structured. There are specific sections, explicitly linked to the Teaching and Learning policy, to allow this be a reality. Specific guidance and expectations around:

- Do Now Activities (DNAs);
- Structured talk opportunities,
- Deliberate practise opportunities (extended writing);
- Deep feedback opportunities;
- Formative assessment opportunities including knowledge checks

The IMPACT of the Smith's Wood Curriculum

We recognise that leaders must be continually evaluating their curriculum to ensure it is having the required impact on students both in terms of academic progress and on a personal level. We recognise that assessment of student progress is a key aspect of this but critically we understand that assessment must always be useful for leaders, teachers and students. Assessment must never be a burden. The Smith's Wood assessment policy outlines this in detail but the underlying principles are:

- Assessment must be aligned with learning journeys both in terms of content and timing;
- Assessment must allow leaders to evaluate and adjust their curriculum in response to knowledge or skill gaps;
- Assessment must afford teachers the opportunity to adjust their lesson planning to meet the assessed needs of students;
- Assessment must never end with the assessment;
- Assessment must always consider the well-being and work of our staff.

At Smith's Wood Academy we are confident that we can effectively evaluate the impact of our curriculum.

If you wish to discuss any aspect of this curriculum statement please contact Ms Elena Kkama (Deputy Head of Academy) on e.kkama@smithswood.fmat.co.uk