

CURRICULUM STATEMENT

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| Recommended by: | Ms Helen Tanner |
| Recommendation Date: | 7 th December 2018 |
| Ratified by: | LAGB |
| Signed: | |
| Position on the Board: | Chair of Governors |
| Ratification Date | |
| Next Review: | Annually |
| Policy Tier (Central/Hub/School): | School |

Curriculum Outline

Foreword

The curriculum at the RSA Academy reflects the ethos and values of the RSA and the family of RSA academies within the Central RSA academies trust. We believe that maintaining a broad and balanced curriculum across Key Stage 3 and 4 is vital to enable our pupils to be fully prepared for further study and the world of work. As such we have revised our Key Stage 3 curriculum across the CRSAAT to ensure that all pupils receive both breadth and depth within their subjects. From September 2018 pupils will follow a 3-year curriculum and chose their options at the end of Year 9. We believe this will better prepare the pupils for the demands of GCSE and Level 2 qualifications.

We have resisted the narrowing of the curriculum and as such our pupils are therefore able to choose a variety of subjects to study past the end of Key Stage 3. In an increasingly competitive global employment market, we believe it is important that our pupils select a combination of subjects that gives them the best possible outcomes to allow them to take control of their future.

Furthermore, from September 2018 our Key Stage 5 curriculum will centre around A-level and Level 3 vocational qualifications, this is a move away from the International Baccalaureate programme of study which offered a wider range of subjects but lacked the depth of understanding that we feel is important for our pupils.

This guide supplements the other documents available; the School Prospectus, the Key Stage 4 Options Booklet and the Sixth Form Prospectus.

Our teachers are experts in their curriculum areas so please contact us if you would like to know any more

Miss H Tanner
Senior Vice Principal (Curriculum and assessment)

Central RSA Academies Trust (CRSAAT)

Our aims:

We seek to develop confident and creative learners who can thrive in a changing world.

In order to achieve this, we have identified the **Knowledge, Skills and Experiences** which pupils are entitled to at CRSAAT academies and the conditions in which our core **Attributes** will be nurtured.

Our curriculum will be the realisation of our shared aspirations for our learners

Knowledge (what we want our pupils to know and understand):

Our pupils are all entitled to:

- Know, understand and have mastered the key concepts and questions related to, and arising from, each subject discipline (**Expert**)
- Locate their experiences within a broader sense of society and understand the purpose and relevance of subject disciplines (**Purposeful**)
- Opportunities for dialogue within subjects to build and use subject specific vocabulary (**Fluent**)
- Know and understand their own learning journey with opportunities to explore progress and shape that journey (**Self-Regulating**)
- Know, understand and contribute to the assessment process (**Self-Directing**)

Attributes (what we want our pupils to be like)

All schools will create the conditions in which these can be nurtured

Our pupils are all entitled to:

- Experience opportunities to take risks, doing so purposefully and with understanding (**Risk-Tolerant**)
- Demonstrate the willingness to persist and overcome difficulties in order to build resilience (**Resilient**)
- Reflect upon, and learn from, their own and others' behaviours (**Reflective**)
- Engage with, and develop appreciation of own communities (community spirited) and other communities including their lifestyles, cultures and values (**Empathetic**)

Skills (what we want our pupils to be able to do)

Our pupils are all entitled to:

- Generate solutions to authentic problems and challenges with originality as part of a creative process (**Problem-Solving**)
- Interact purposefully with others, including groups and teams, in a variety of different contexts (**Collaborative**)
- Communicate effectively, frequently and purposefully through different channels including discussion, debate and questioning developing Oracy skills (**Communicative**)
- Access texts in order to interpret/understand and write effectively for different purposes (**Literate**)
- Engage in, understand and take responsibility for, their part in the learning process and, in addition contribute to the learning of others (**Metacognitive**)
- Learn how to study, retain key information and perform confidently in public examinations (**Pragmatic**)

Experiences (what we want our pupils to have accessed and enjoyed)

Our pupils are all entitled to:

- Enjoy, experience excitement and find significant value in, their school experience (**Engaged and Enthused**)
- Take an active part in visits and trips which are beyond their own life experience or those of their school (**Cosmopolitan**)
- Access meaningful and extended opportunities to appreciate what Higher Education and Employment can offer (**Autonomous**)
- Be fully involved in an ambitious project which impacts on a wider audience than their peers (**Champion**)
- Be stretched by a range of experiences which challenge their view of themselves and their future (**Self-Aware**)
- Experience authentic responsibility in and around school (**Responsible**)

KASE Descriptors

| Knowledge Entitlement | Pupil Definition | Pupil Strategies | Teacher Interventions | School Interventions |
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| <p>Know, understand and have mastered the key concepts and questions related to, and arising from, each subject discipline.</p> <p>Expert</p> | <p>I can learn and remember all the important things in my lessons</p> | <ul style="list-style-type: none"> ● Concentrate throughout each lesson particularly when the teacher is describing ‘important’ information. ● Take care of exercise books and go over what you’ve written in each. ● Test yourself as you go: can you hide the page and describe what’s hidden? ● Know which are the key words and concepts for the subject ● Make sure you understand and can use the key words and concepts. ● Give full answers wherever you can | <ul style="list-style-type: none"> ● Stay informed about the Curriculum requirements for your subject ● Continue to build your professional knowledge in your subject discipline ● Continue to build your pedagogical knowledge in your subject discipline ● Be fully aware of how progress will be measured and reported in your subject discipline ● Be fully aware of how pupils will be assessed in your subject discipline | <ul style="list-style-type: none"> ● Discuss, Agree, and Structure the curriculum content with your teaching teams. ● Agree the sequence in which the content will be delivered ● Isolate the key concepts and questions related to, and arising from the content ● Agree and Plan for the time given to the content ● Agree and Plan how the content, particularly the key concepts and questions, can be delivered to meet the RSA Central Pupil Entitlement |
| <p>Locate their experiences within a broader sense of society and understand the purpose and relevance of subject disciplines .</p> <p>Purposeful</p> | <p>I know about my learning and what makes it worthwhile</p> | <ul style="list-style-type: none"> ● Think about where you may have seen the topics you study in school used in everyday life ● Find out about people you know or have seen who have used their subject knowledge successfully ● Ask good questions in class about where and when you can use your new knowledge | <ul style="list-style-type: none"> ● Examine the topics you teach to see where and when links to life beyond school can be made ● Where desirable provide examples or case studies from life beyond school ● Explain the origins of the information, methods or thinking you are providing. We <i>‘stand on the shoulders of giants!’</i> | <ul style="list-style-type: none"> ● Nominate a member of staff from each Department to promote subject relevance. ● Have alumni boards in each Subject discipline promoting career and educational successes ● Have biographical portraits of successful public figures and place these in pupil planners in front of each subject outline |

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| <p>Opportunities for dialogue within subjects to build and use subject specific vocabulary. Fluent</p> | <p>I can talk to others about my learning using the key words</p> | <ul style="list-style-type: none"> ● Build up a list of key words and definitions in your subject exercise books ● In class experiment with new words and practice them aloud ● Take part in any class discussion activities | <ul style="list-style-type: none"> ● Build up a list of <i>key words and definitions</i> in subject exercise books as lessons progress. ● Practice the use of paired and small group focused discussions. Scaffold these by using sentence starters, knowledge organisers and similar resources ● Use lots of <i>priming discussion activities</i> in pairs or small groups prior to an activity or task. ● After a teacher led activity have pupils spend time discussing what they have learned. ● Ask how a subject expert might explain this – for example, ‘<i>how would a geographer describe this population movement?</i>’ ● In oral responses insist on use of the key vocabulary and answers in complete sentences. Ask questions which elicit such responses. | <ul style="list-style-type: none"> ● Share strategies for developing dialogue in lessons as part of a wider CPD within schools and across the MAT ● Have keyword dictionaries by subject and place these in pupil planners in front of each subject outline ● Use classroom display space to promote key vocabulary, sentence starters and metacognitive prompts ● Create easy to access aminated knowledge organisers and vocabulary mats for each topic |
| <p>Know and understand their own learning journey with</p> | <p>I know what to do to get better</p> | <ul style="list-style-type: none"> ● Make looking over your written work a habit | <ul style="list-style-type: none"> ● Use the beginning of learning episodes to establish what is already known – and by | <ul style="list-style-type: none"> ● Update the agreed RSA MAT lesson structure to give greater emphasis |

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| <p>opportunities to explore progress and shape that journey. Self-Regulating</p> | | <ul style="list-style-type: none"> • When you get to your class open/ look over your work before you begin • At the end of a lesson ask yourself <i>'what do I know now that I didn't know before?'</i> • Practice until you get better! | <p>implication not known or possibly misunderstood – and what would be good to know.</p> <ul style="list-style-type: none"> • Constantly point out and make explicit connections between units of knowledge within the current lesson and from previous lessons • Include regular pupil review into your lessons: make these short and focused. They are summary exchanges between pupils. Listen in for misconceptions. • Landmark how topics build upon each other to accumulate knowledge, skills and experiences. Use permanent visuals as reference points and reminders | <p>to knowledge and meta-knowledge review</p> <ul style="list-style-type: none"> • Create time for teachers to integrate and landmark how topics build upon each other to accumulate knowledge, skills and experiences. • Use time and resource to add permanent visuals – replicated in classrooms and in planners - as reference points and reminders |
| <p>Know, understand and contribute to the assessment process. Self-Directing</p> | <p>I know how well I am doing</p> | <ul style="list-style-type: none"> • If at any time you get stuck – practice getting unstuck! Do so by thinking about it again, asking someone nearby, asking the teacher | <ul style="list-style-type: none"> • Do not confuse 'doing' with learning. Being productive isn't the same as having learned. Be explicit in declaring the learning consequence of each teacher designed activity. Revisit this. | <ul style="list-style-type: none"> • Make Feedback and Guidance a major component of CPD in each school and across the MAT • Agree shared, evidence-based principles and following this give |

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| | | <ul style="list-style-type: none"> ● Listen carefully to any guidance your teacher gives you in class. Make sure you understand what is being said. Ask if you are not sure. ● Read any written comments and if you have to improve something then do so. ● Make sure you plan your time carefully so that all the homework gets done as best you can | <ul style="list-style-type: none"> ● Avoid 'what we will <u>do</u> next'-thinking! ● Design any <i>Success Criteria</i> around learning intentions and desired outcomes. ● Avoid preoccupying with time on task at the expense of the learning which could be taking place. ● Make 'Desirable Difficulties' or <i>Getting Stuck</i> part of the everyday learning experience. If it helps use concepts such as the 'Learning Pit' to explain how struggle is temporary but often necessary for learning. ● Practice becoming better at oral feedback which is succinct and located where needed most. Don't get sucked into lengthy interactions. ● Revisit any written comments you may have made to check for <i>Actions Arising</i>. | <p>subject autonomy to interpret such 'principles' in their own way</p> <ul style="list-style-type: none"> ● Review Feedback and Guidance across the MAT looking particularly at: workload issues and impact of existing practices on pupil learning |
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| Skills Entitlement | Pupil Definition | Pupil Strategies | Teacher Interventions | School Interventions |
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| <p>Generate solutions to authentic problems and challenges with originality as part of a creative process.</p> <p>Problem Solving</p> | <p>I have lots of my own ideas about how to solve real problems</p> | <ul style="list-style-type: none"> ● Collect the information you need ● Ask great questions as you go ● Identify the key issue(s) ● Think about all the possible solutions ● Find the 'best' solution ● Test the solution | <ul style="list-style-type: none"> ● Vary how the information provided to pupils is presented and accessed ● Invite and harvest a range of questions and build expertise in asking skilful questions ● Model how to isolate what's important ● Explore a range of possible solutions ● Isolate the 'best' solution and demonstrate ways of doing so ● Evaluate and improve the problem solving process | <ul style="list-style-type: none"> ● Establish subject design teams to look closely at the content taught, the sequence in which it is taught, the time devoted and the optimal methods of delivery. ● Layer-in open-ended questions and space for problem solving to each topic taught. Build some aspects of the curriculum offer around big or 'hinge' questions which invite a multi-disciplinary approach ● Build problem-solving into school trips and theme days |
| <p>Interact purposefully with others, including groups and teams, in a variety of different contexts.</p> <p>Collaborative</p> | <p>I can be a useful member of any group or team</p> | <ul style="list-style-type: none"> ● Know how groups and teams work ● Make helpful contributions ● Stay involved to the end | <ul style="list-style-type: none"> ● Use the classroom seating layout to best suit how you wish pupils to learn but be prepared to change the layout. ● Ask yourself if it's best learned through a group task? If so, design meaningful group tasks which require team contributions. ● Teach pupils how to lead and contribute to a group, ask questions and listen ● Monitor who does what - and debrief the group dynamics so that contributions can improve ● Value group outcomes | <ul style="list-style-type: none"> ● Have a well-considered policy on the use of groupwork in classroom situations ● Check that classroom layout can support group activity when its needed ● Equip staff with techniques to enhance group activity – for example the Harkness method ● Link group activity to developing Oracy and the use of key vocabulary |

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| <p>Communicate effectively, frequently and purposefully through different channels including discussion, presentation, debate and questioning. Oracy Communicative</p> | <p>I can articulate my views and ideas including being persuasive and influential in lots of different ways</p> | <ul style="list-style-type: none"> ● Speak up in class, asking questions and sharing your thoughts ● Listen respectfully to others and build on their ideas ● Learn new words and practice using them | <ul style="list-style-type: none"> ● Avoid classroom teaching methods which limit or inhibit pupils' opportunity to talk about their understanding ● Teach the skills of asking really good questions and model this skill in every lesson ● Practice think, pair, share ● Use pose, pause, pass, pounce, bounce questioning routines. ● Introduce and reinforce key vocabulary and insist on pupils using it ● Immerse the learning environment in the key words, phrases, questions and triggers | <ul style="list-style-type: none"> ● Agree what sorts of communication we should be seeing pupils develop across our schools. Define the expectancy by year group. Use this as the basis for an audit. ● Conduct a pupil trail in each school auditing the nature of the communication methods being asked of pupils. Log the amount of written work, the nature, frequency and purpose of questions, and the extent to which pupils are being asked to give extended oral responses. ● Use the information to give feedback to staff. |
| <p>Access a variety of texts and write effectively for different purposes Literate</p> | <p>I can read fluently and write for different purposes</p> | <ul style="list-style-type: none"> ● Practice reading as often as possible ● Always have a reading book on the go ● Its ok to read hard stuff and make mistakes! ● Take care with your writing, plan ahead by thinking of who you are writing for. ● Keep your eyes open for different types of writing ● Good writers check their work and often rewrite parts of it. This is a good habit to develop. | <ul style="list-style-type: none"> ● Check all written texts provided for pupils for accessibility: what is the reading age of the text? How dense is the text on the page? How does it balance with any visuals? ● Provide sufficient time for any written materials you provide to be read and then re-read. Avoid the 'do you all understand?' question. ● Check you are providing a range of written materials including wider reading | <ul style="list-style-type: none"> ● Support a whole school approach to accessibility ● Review what children are reading and when, and where, it takes place ● Nominate a key member of staff to oversee Reading Intervention. ● Ensure any reading intervention strategy begins early and is targeted at every pupil who needs it ● Check all written texts provided for pupils for accessibility: what is the reading age of the text? How dense is the text on the page? How does it balance with any visuals? |

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| <p>Engage in, understand and take responsibility for, their part in the learning process and, in addition contribute to the learning of others.</p> <p>Metacognitive</p> | <p>I know what I have to do to be a good learner and I'm prepared to use that knowledge to help others</p> | <ul style="list-style-type: none"> ● Think about what you do, or say, or write in class carefully beforehand ● Practice explaining what you are doing or have done aloud when asked to ● Afterwards, think about how to improve what you did, or said or wrote ● If the way you thought about a problem was unhelpful - then change it for a better way | <ul style="list-style-type: none"> ● Connect classroom tasks deliberately and show how they link ● Slow down! ● Ask good questions around the thought processes which shape a pupil answer or response ● Make the learning 'visible' by taking time over model answers and unpacking the thinking of novices and experts ● Give clear guidance about how to approach a task or question ● Invite and respond to a variety of ideas and answers – not just what is correct – and then unpack the thinking ● Show patterns ● Make connections with previous topics ● Expose misconceptions but explore why they arise ● Revisit material and ask how might they do this better? ● Model and promote Socratic questioning: clarifying, probing, evidencing, justifying, alternative perspectives, implications and consequences, questions about purpose. | <ul style="list-style-type: none"> ● Share strategies for developing metacognition in lessons as part of a wider CPD within schools and across the MAT ● Have metacognitive prompts in pupil planners ● Use classroom display space to promote metacognitive prompts. ● Model and promote Socratic questioning. |

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| <p>Learn how to study, retain key information and perform confidently in public examinations.</p> <p>Pragmatic</p> | <p>I know how to remember and use what I need for tests and exams</p> | <ul style="list-style-type: none"> ● Learning is often difficult so don't give up ● Practice taking really helpful notes ● Look back over your notes in your exercise books ● In class, test yourself on what you remember ● At home go over what you have been taught and check which bits you are unsure of – then ask your teacher ● In exams re-read any questions you are being asked before you answer | <ul style="list-style-type: none"> ● Teach how to take useful notes. Do so explicitly. Model it by what you do in class. ● Use the concept of the learning pit and desirable difficulties as classroom metaphors ● Promote errors, re-drafts and improvements as integral to learning ● Teach and model efficient note taking techniques ● Make use of what we know about human memory in designing teaching interventions. ● Practice under exam conditions and debrief the experience in terms of preparedness, exam technique, anxiety management. | <ul style="list-style-type: none"> ● Develop strategies for note-taking which are progressive. Very simple notes in Year Seven to more structured and sophisticated as they get nearer the exam years. |
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| Attributes Entitlement | Pupil Definition | Pupil Strategies | Teacher Interventions | School Interventions |
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| <p>Experience opportunities to take risks, doing so purposefully and with understanding</p> <p>Risk Tolerant</p> | <p>I am prepared to think things through and take risks to learn from them</p> | <ul style="list-style-type: none"> ● Try something new or do something in a way which is different. Then ask how it made you feel to have done so? ● Workout which things you do or are asked to do are in your <i>Comfort Zone</i>, <i>Stretch Zone</i> and <i>Panic Zone</i>! | <ul style="list-style-type: none"> ● Disabuse the pupils of the idea that risk is always to be feared. ● Explain the concept of the <i>Comfort Zone</i>. Give pupils a chance to map what is in their <i>Comfort Zone</i>, <i>Stretch Zone</i> and <i>Panic Zone</i>! ● Have the map in the exercise book and have them place concepts in the appropriate zone. | <ul style="list-style-type: none"> ● Explain the concept of the <i>Comfort Zone</i>. Use assemblies and tutor sessions to reinforce the message. ● Encourage teaching staff to take ‘considered’ risks in their classroom teaching. Discuss what this might look like in departmental meetings. |
| <p>Demonstrate the willingness to persist and overcome difficulties in order to build resilience.</p> <p>Resilient</p> | <p>I stick at it</p> | <ul style="list-style-type: none"> ● If you are struggling with a topic in class. Step back. Think about it. Don’t lose focus. Try again and if not then get help. ● Think about things you have done in life where it hasn’t worked first time and you’ve had to have several goes at it. This is exactly like learning. It’s not meant to be easy! | <ul style="list-style-type: none"> ● Revisit the idea of desirable difficulty and why most learning involves struggling with things at first. ● Discuss and agree ‘stretching’ targets – those which are achievable without being too easy ● Use the idea that <i>‘getting stuck is not a problem, staying stuck is, good learners practice getting unstuck – let’s talk about how.’</i> This can be made an acceptable, even desirable, part of learning. ● Point out instances where pupils in the class have persisted and as a result learned about the content and about themselves. ● Where possible use pupils to demonstrate. Use opportunities in lessons to explore what can be done with difficult questions and complex problems. | <ul style="list-style-type: none"> ● Resilience is not obstinacy! Resilient learners and staff set themselves ambitious targets, practice and stay involved. ● As part of ongoing CPD introduce <i>Lesson Study</i> in staff groups of three. Repeat the process over three terms. Be specific in what is being observed in class. Focus observation on children’s learning not on teacher performance. Keep the focus narrow and show how improvement is iterative and occurs over time. |

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| <p>Reflect upon, and learn from, their own and others' behaviours. Reflective</p> | <p>I think about what I do and why I do it</p> | <ul style="list-style-type: none"> ● Practice <i>Champions Thinking</i>. Get yourself quiet and calm. Take your time to think about how you will do what's next successfully. Have a plan in your head. Do the same afterwards: what did you do well? What could you improve? ● If you make a mistake change the way you went about it. Doing the same thing over and over and expecting a different result is not the best way to improve! | <ul style="list-style-type: none"> ● Plan to end lessons deliberately. Don't be chasing pupils out of the door with homework tasks. Aim to finish earlier and review what has been learned. ● Connect to previous and subsequent topics where possible. Pose discussion questions about what's been learned and how we make that learning stick. <i>Sticky learning requires regular revisits</i>. ● In classroom teaching as you move around the room ask questions which go beyond the current activity: how does this link? What did you already know about this? How will you remember this? ● Flick through their exercise books to prompt such questions. Then, invite them in pairs to swap books and do the same. | <ul style="list-style-type: none"> ● Promote the idea of <i>Champions Thinking</i>. Champions Review their performance, in this case, a learning performance, and Preview the next. Support staff in integrating more of these moment into lessons. |
| <p>Engage with, and develop appreciation of, other communities their lifestyles, cultures and values. Empathetic</p> | <p>I will be community spirited and want to know more about people who are different to me</p> | <ul style="list-style-type: none"> ● Learn about and be involved with helping your own community ● Be curious! We are all different! Being different is | <ul style="list-style-type: none"> ● Link learning to community matters and issues where appropriate ● Familiarise yourself with the ideas behind Edward De Bono's | <ul style="list-style-type: none"> ● Celebrate the diversity of the school by recognising other cultures and religions, especially their festivals and rites. ● Have a named member of staff who has an overview of the work on |

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| | | <p>good and how we are meant to be!</p> <ul style="list-style-type: none"> ● In class, ask yourself – how would someone who is different to me think about this question? ● Take time to get to know people who are different to you. ● Think about the proverb – ‘<i>Don’t judge me until you’ve walked a mile in my shoes.</i>’ What might it mean? | <p><i>Six Thinking Hats</i> and Dorothy Heathcote’s <i>Mantle of the Expert</i>.</p> <ul style="list-style-type: none"> ● The use of the Thinking Hats help pupils see a problem from different points of view. For example in Geography an exercise on a proposed new reservoir which involves flooding a valley and residents having to leave their homes. How would different people see this and think about it? ● Use the process above with methods such as Dorothy Heathcote’s <i>Mantle of the Expert</i> where children assume the role of an eye witness, or an investigative reporter or an individual endowed with amazing insight. | <p>cultural appreciation in the school. Don’t leave this to individual classroom teachers.</p> |
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| Experiences Entitlement | Pupil Definition | Pupil Strategies | Teacher Interventions | School Interventions |
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| <p>Enjoy, and find significant value in, their school experience.</p> <p>Engaged</p> | <p>I want to get something useful out of school and have fun whilst doing so</p> | <ul style="list-style-type: none"> ● Do your best in lessons. People who give it their best don't have any guilty feelings afterwards! ● Take part! Volunteer! Have a go at things if you get the opportunity! ● Smile! People who smile more have more friends! | <ul style="list-style-type: none"> ● What does engagement mean in your classroom? What synonyms would you use? Are pupils engaged if they are busy? Productive? Intent? ● Engagement can be categorised in four areas as below <ol style="list-style-type: none"> 1. Preparedness and Attitude. Do pupils arrive ready to learn? 2. Feedback and Guidance. Do pupils get the right information in the right way and at the right time to help them improve? 3. Engagement and Questioning. Do pupils have the opportunity to make an active contribution to their learning, asking questions reflecting on and improving their work? ● Memorability and Transfer. Will pupils remember what they have learned? Will they be able to use it when its needed - in other lessons, in exams outside of school? | <ul style="list-style-type: none"> ● Initiate some whole school research by Year Group on engagement. Invite the RSA staff to help. This would allow pupils to share the extent to which they feel that their learning involves, and is beneficial for, them. It also asks the question of the school community as to what engagement is and how it can be improved and then measured. ● Engagement questions for pupils can be categorised and researched in four areas: <ol style="list-style-type: none"> 1. Preparedness and Attitude 2. Feedback and Guidance 3. Engagement and Questioning 4. Memorability and Transfer |

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| <p>Experience excitement in learning. Enthused</p> | <p>Learning gives me a buzz</p> | <ul style="list-style-type: none"> ● Make a commitment! Give everything your best shot and help others around you to do the same. ● Surprise others – parents, family, friend – by showing them what you have learned ● It's ok to be unhappy or feel down but not all the time! Practice switching your mood using your mood meter: 1 is down and not feeling too good, 10 is super enthusiastic! Can you move your mood meter up today? | <ul style="list-style-type: none"> ● It's hard to enthuse pupils if you are less than enthusiastic yourself so however bad your day has been put that to one side! ● Your personal energy and enthusiasm will radiate out in the classroom. Negativity will drain the life from it. Are you a radiator or a drain? ● Being informed about your subject allows you to be contemporary and to talk about its presence in everyday life! | <ul style="list-style-type: none"> ● Leadership teams should be present and visible. Model the practices which are espoused. ● Personal energies, particularly leadership energies and enthusiasms will radiate out in the classroom. Negativity will drain the life from it. Are you radiators or drains? |
| <p>Take an active part in visits and trips which are beyond their own life experience or those of their school. Cosmopolitan</p> | <p>I make the most of visits outside of school</p> | <ul style="list-style-type: none"> ● Before you go on a visit remind yourself where you are going and why you are going there. ● Be prepared. Take everything you need. ● Do some research beforehand. Find out more about where you are going. | <ul style="list-style-type: none"> ● Share your interests and enthusiasms. You can provide insights into worlds which your pupils have yet to experience. It's not patronising, it's inviting. ● If you go on a visit do your research beforehand and talk it up. Prime the expectation. Build interest. | <ul style="list-style-type: none"> ● Schedule and align visits and trips which are beyond pupils' own life experience with learning within the curriculum. ● Before committing to any visit or trip clarify the purpose and benefits. Use the RSA KASE entitlements to help. ● Ensure all staff know and can plan for, or adapt what they do, the outcomes of each visit. ● Align external visitors, organisations and speakers in support of agreed RSA KASE entitlements. Share the RSA KASE entitlements with each. ● Keep a central diary of visits and trips and who comes into school so that you can cross-check against the agreed RSA KASE entitlements. |

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| <p>Access meaningful and extended opportunities to appreciate what Higher Education and Employment can offer.</p> <p>Autonomous</p> | <p>I want to find out more about what's possible for me when I leave school</p> | <ul style="list-style-type: none"> ● What's your favourite subject? Ask your subject teacher about jobs which use those skills. ● Find out about people you may know who left school and went on to Higher Education or a job. What was it like? ● Be your own person! It's what you want to do which counts. | <ul style="list-style-type: none"> ● Tell pupils about jobs which use the skills you are teaching. ● Share the profiles of pupils you have taught who have gone on and had success in that subject. | <ul style="list-style-type: none"> ● Form partnerships with Higher Education and Employment ● Share the RSA KASE entitlements with Higher Education and Employment partners and with parents. ● Invite Alumni back to part in Higher Education and Employment events |
| <p>Be fully involved in an ambitious project which impacts on a wider audience than their peers.</p> <p>Champion</p> | <p>I get involved in a project which benefits others</p> | <ul style="list-style-type: none"> ● Help at home. ● Help at school. ● Help in your community. | <ul style="list-style-type: none"> ● Find time to learn more about pupils and some of the things they do beyond school | <ul style="list-style-type: none"> ● Promote involvement in any ambitious project which impacts on a wider audience than their peers. ● Create and support groups of student Champions for aspects of school life: Environment Champions, IT Champions, Learning Champions, Performance Champions. |
| <p>Be stretched by a range of experiences which challenge their view of themselves and their future.</p> <p>Self-Aware</p> | <p>I'm prepared to give new experiences a go!</p> | <ul style="list-style-type: none"> ● Look upon a new experience as a challenge! As something which will help you become a better person. ● You make improvements and become better a little bit at a time. Don't expect too much too early. | <ul style="list-style-type: none"> ● Use the Comfort Zone activity described above to encourage pupils to talk about their approach to new experiences. | <ul style="list-style-type: none"> ● Use the Comfort Zone concept at a whole school level to encourage pupils to be stretched by a range of experiences which challenge their view of themselves and their future. |
| <p>Experience authentic responsibility in and around school.</p> <p>Responsible</p> | <p>I do things which help others in the school</p> | <ul style="list-style-type: none"> ● Volunteer! ● Help others who may need your help ● Be a good friend to those around you | <ul style="list-style-type: none"> ● Explore the possibility of classroom roles which can be rotated and which support learning: plenary prefects, learning detectives, discussion director. | <ul style="list-style-type: none"> ● Use the idea of Student Champions to showcase responsibility within aspects of school life: Environment Champions, IT Champions, Learning Champions, Performance Champions. |

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Enrichment

Students learn in many ways and our role is to ensure that they experience a wide range of activities both within and beyond the classroom, which extends their learning into new areas. At the Academy all students have access to our Enrichment Programme which takes place during session 6, in Years 7 and 11 these are compulsory sessions. All Year 7 students must attend a Monday Session 6, every week for the whole of Year 7, they will have the opportunity in this time to experience a range of arts, sports and creative activities. In Year 11 session 6 will comprise of compulsory intervention sessions identified based on students' needs. Other year groups will have access to activities throughout the week and can sign up to these with the relevant staff.

In addition to this all year groups will have a 25-minute PSHE dedicated period twice a week in the morning. Year 11 will also have a 1-hour PSHE session a week to enable them to engage further in the Gatsby Programme of careers. Year 12 will be provided with one afternoon a week where they will be directed to visit universities, engage further in the Gatsby programme or be able to have sessions run by outside speakers.

Key Stage 3

At Key Stage 3 we offer a balanced suite of subjects that meets the requirements of the National Curriculum. All students study Mathematics, English, Science, History, Geography, Creative Arts (music, dance and drama), Design (Art, Food and Design technology), Physical Education, ICT, Religious Education and a language (apart from students identified with lower English prior attainment). All students will also take part in a lesson of accelerated reader each week.

Students are divided into 3 bands based on ability, this enables us to have smaller groups in the lower band and to allow for intervention to take place within the group rather than students being taken out from different subjects across the year.

All lessons are 1 hour and the numbers of allocated hours are as below:

| Subject | Number of lessons/hours per week |
|----------------------------------|----------------------------------|
| English (inc accelerated reader) | 5 |
| Mathematics | 4 |
| Science | 3 |
| Creative Arts | 2 |
| Design | 1 |
| History | 2 |
| Geography | 2 |
| Physical Education | 2 |

| | |
|---------------------------------------|---|
| Language (or additional intervention) | 2 |
| ICT | 1 |
| Religious Education | 1 |

Key Stage 4

Students are currently divided into two bands and students are set, based on ability, within each band for English, Mathematics and Science. Each student will study for examinations in English Language, English Literature, Mathematics and Double Science.

Students are then able to select four additional option subjects. These maybe further GCSEs (including triple Science), or alternatively, high quality vocational subjects which could provide a pathway to realistic and potentially rewarding career options.

As an Academy we would agree that for some students studying a humanity and a language (in addition to the core) is likely to provide a strong foundation for further study at A level and degree and enable students to keep their options open for a wide range of degree subjects and career opportunities.

All students will be interviewed prior to choosing their subjects as part of our 'Guided Choices Pathways' and in consultation with a member of staff they will make choices based on their prior attainment in Key Stage 3 in addition to their interest in the subject. We aim to ensure students are all on the right course and therefore parents/ guardians are also involved in this process.

Further information can be found in our KS4 Guided Choices booklet.

| Subjects | Sessions per week | | |
|-------------|-------------------------------|----------|---------|
| | Year 9 (only for 2018 cohort) | Year 10 | Year 11 |
| Mathematics | 4 | 4 | 5 |
| English | 4 | 4 | 5 |
| Science | 4 | 4 | 5 |
| PE | 1 | 1 | 1 |
| Option 1 | 3 | 3 | 2 |
| Option 2 | 3 | 3 | 2 |
| Option 3 | 3 | 3 | 2 |
| Option 4 | 3 | 3 | 2 |
| PSHE | In tutor | In tutor | 1 |

Key Stage 5

Year 12 from September 2018

From September 2018 all students entering into Year 12 will choose to study between three and four subjects at A Level or equivalent. The number chosen will depend upon results achieved at Key Stage 4. Students can choose between an academic pathway (A Levels), a vocational pathway (equivalents), or a combination of the two.

Each subject will be given 5 hours of teacher led time and an additional 5-10 hours of directed study time will also be on students' timetables.

Year 13 September 2018 (1 year)

Year 13 are the final year of the International Baccalaureate (IB) Diploma Programme, the International Baccalaureate Career-related Programme (IBCP) and vocational pathways.

Our expectations of a Post 16 student are high! We expect all our students to take responsibility for their own learning and they will be given the support and advice needed to help develop these vital skills of independent learning.

As a member of the academy sixth form will be expected to take part in academy events and within our local community.

We always expect all sixth formers to remain on site and make use of the designated study areas within the academy to complete independent study and assignments.

Further information can be found in our Post 16 booklet and on the Sixth form area of the website.