

# Shirebrook Academy Curriculum Statement 2020-21

## **The 2020-21 Curriculum**

*Due to Covid-19 enforced school closure in March 2020 and projected continued disruption to learning in 2020-21 the following temporary adaptations have been made to the Curriculum Statement*

### **Intent –**

- To continue to provide a full curriculum with all students in school studying all subjects
- To **support** students to adjust to being back in school and to build on the learning they have done during lockdown
- To allow students to re-**adjust** to school life and **rebuild** the learning community
- To **establish** where the students are in their learning so we know what to prioritise
- To use this information to ensure students are **secure** in their knowledge, understanding and skills needed to move on.
- To **progress** learning by moving on to new content and the next sequence of learning, encouraging students to make use of their independent learning skills outside of school.
- To establish a **positive culture** using a range of positive language in relation to learning

### **Implementation -**

- No change to curriculum plan in terms of subjects taught and curriculum allocation
- Adaptations to environment to ensure safety of all students and staff – curriculum adaptations due to teaching in non-specialised environments at KS3 (DT, Art, Science)
- Adapted start of year delivered via extended 'PD' curriculum upon return to school to allow students to share experiences and re-interact with school
- Y11 students triaged to ascertain base knowledge from Y10 and inform future planning
- Adjustments to curriculum in all subjects to ensure essential content is prioritised – 'gateway knowledge'
- Transparency with students so they know what their learning journey will look like.
- Use of remote learning to support students working from home
- Use of blended learning to consolidate and/or extend learning and offer experiences unable to take place in lesson time.

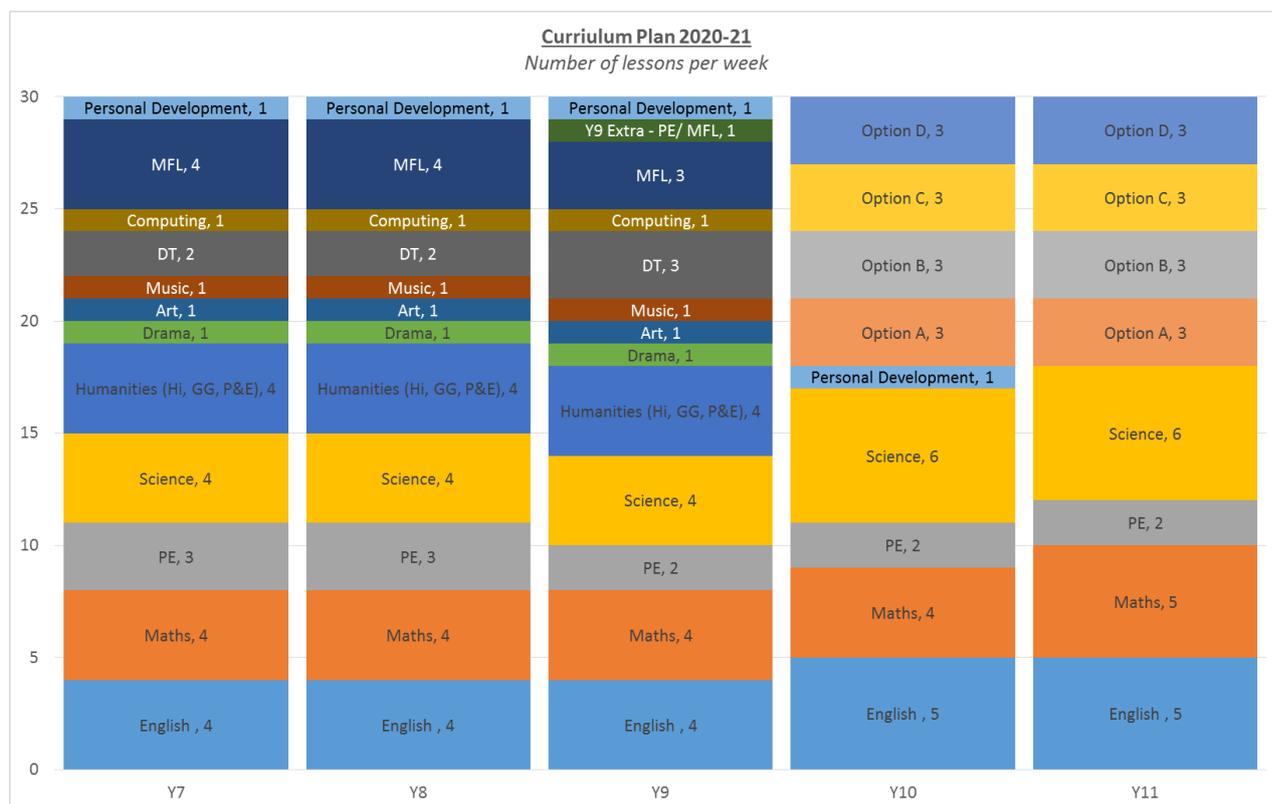
## Intention

- To prepare students for life, learning and work beyond age 16
- To support students to lead physically and mentally healthy lives, to stay safe and make informed choices
- To ensure the curriculum meets the needs of all students by prioritising the needs of the individual over the requirements of whole school accountability measures
- To ensure students obtain the qualifications they need to be able to take control of their post 16 destination
- To ensure students experience a broad ranging and full educational experience beyond exam preparation
- To open students' minds to life beyond their immediate environment and experience
- To challenge students to be ambitious for themselves and their community
- To ensure equality of opportunity to educational experience so that no student is disadvantaged due to their family's economic situation, their gender, sexual orientation, ethnicity, special educational need or disability

## Implementation

### To ensure students obtain the qualifications they need to be able to take control of their post 16 destination

- Students are taught in blocks of 50 minute lessons each day, some of which are double periods of 100 minutes.
- At KS3 students cover all the National Curriculum subjects for all three years 7, 8 & 9.
- At KS4 students are offered a broad choice of GCSE/BTEC and vocational qualifications.



### To ensure the curriculum meets the needs of all students by prioritising the needs of the individual over the requirements of whole school accountability measures

#### KS4 options curriculum:

- The Academy offers a traditional four-option curriculum for the majority of the students which run alongside English Literature, English language, mathematics, science and core PE.
- The 'EBacc' option is actively promoted with all students but is not compulsory
- Students are given four open choices but must select at least one of: history, geography, computer science, French, Spanish or single sciences.
- A small number of students with specific learning needs are exempted from this expectation and follow a personalised alternative pathway combining a smaller number of GCSEs with extra other support and vocational courses depending on the specific needs of the individual. An alternative option package may include extra literacy lessons, EAL lessons, learning support lessons and/or Grow 4 lessons (see below).

### Alternative provision:

- All alternative provision is provided on site to allow greater quality control and flexibility to design bespoke timetables and enable students to continue to follow an appropriate number and range of mainstream qualifications and courses alongside the alternative provision.
  - Our BASE unit leads our Alternative Provision which consists of personalised programmes –
  - Grow 3 aimed at KS3 students is a horticulture and support programme
  - Grow 4 aimed at KS4 students includes various AIMS Awards delivered through horticulture and personal development
  - Forest Schools is a programme aimed at KS3 students to develop their social skills and self-esteem.
  - One-to-one sessions and small group sessions are targeted at students requiring extra support or bespoke support with a range of behaviour, social and coping issues.
- ‘Academy Support’ provides a range of additional learning programmes for students on the SEND register. This team also provide a literacy & numeracy intervention package for students well below age-related expectations at the end of KS2.
  - A second wave of extra literacy and numeracy support is provided by the English and Maths Departments for students scoring between 85 and 90 at KS2.
  - EAL learners are provided with extra English lessons, some differentiated and translated resources and bi-lingual Teaching Assistant support in mainstream lessons until they are confident enough to access learning without support.

### **To prepare students for life, learning and work beyond age 16**

#### **To support students to lead physically and mentally healthy lives, to stay safe and make informed choices**

- All students across all year groups 7-11 have 2 periods of PE weekly. A full range of sports teams participate in competitions in a wide range of sports within the Bolsover Sports Partnership and Derbyshire Schools. Participatory after school and lunchtime clubs are also run in a number of sports.
- Students in Y7-10 have one Personal Development lesson per week where they receive lessons based around enhancing skills to make them better learners, stay safe, and become more employable. The sessions underpin the ‘Building Learning Power’ initiative.
- All year groups have 5 full days of Personal Development where the normal timetable is suspended to allow for visits, external visitors and other experiences focused on PSHCEE and Careers. Examples include ‘Life Choices’ for Y9, ‘Global Citizenship’ for Y8, and visits to the Lifewise centre at Magna, Rotherham for Y7. Speakers from outside agencies, such as local colleges, police, school nurse, and Connexions, offer valuable contributions to these days.
- In addition to curriculum time all students experience a thorough pastoral programme through tutor periods and assemblies focussed on a citizenship programme.
- Students are involved in a number of volunteering projects within the local community including restoring a local chapel, regeneration of the market square in Shirebrook, regenerating a local park, painting the local cricket pavilion.

#### **To ensure students experience a broad ranging and full educational experience beyond exam preparation**

#### **To open students’ minds to life beyond their immediate environment and experience**

- Humanities Curriculum at Year 7
  - All students follow a ‘competencies curriculum’ in Year 7 Humanities
  - Students complete these tasks with research, presentations in different media and working co-operatively in groups. All learning underpins the ‘Building Learning Power’ initiative as well as delivering the content of the Y7 humanities curriculum covering geography, history and RE
- Students are offered a broad range of visits locally, nationally and internationally. Visits are subsidised and disadvantaged students are able to get further discounts to ensure they are able to take full advantage of the opportunities in offer. Recent trips have included: Belgium – WW1 Battlefields; Krakow including Auschwitz; Paris; Barcelona; Belgium – Space Centre; a school exchange has been established with a school in Toulon, France; Royal Armouries, Leeds; Sheffield Theatres; Chatsworth House.
- A series of curriculum focus week including Literacy week, STEM week, PE week, Arts week and Languages week provide special learning experiences beyond the scope of the taught curriculum.
- A large number of student participate in cultural activities for example: playing in the school wind band; performing at the Carols in the Market Place event and Christmas Concert; acting in the annual drama production; entering the Rotary Club Young Photographer, Young Musician and Young Chef competitions; participating in the Chatsworth Articulation Public Speaking competition.

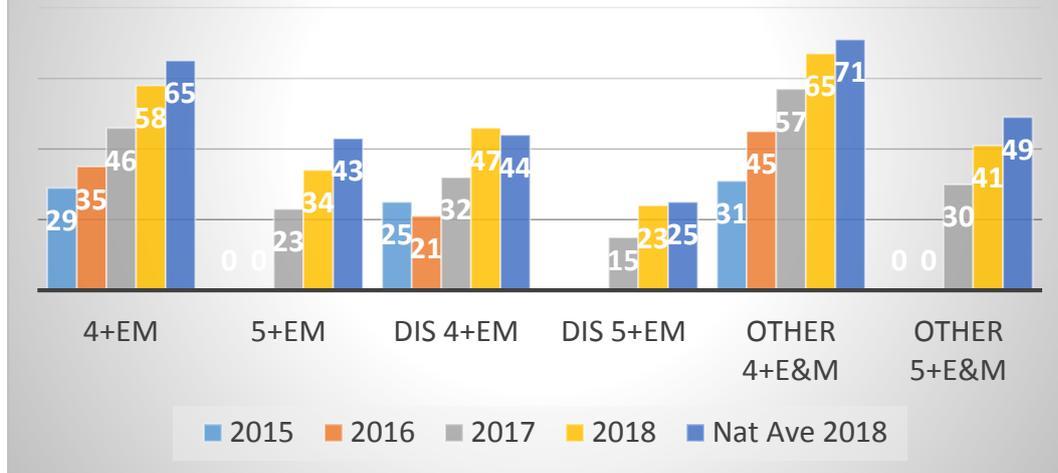
### **To challenge students to be ambitious for themselves and their community**

- At the beginning of year 7 students are taught in sets based on attainment at KS2 in English, Maths & Science and in mixed prior attainment groups in all other subjects. In Y8 students are placed in sets in all other subjects.
- On entry to Y7 students we use FFT banding groups to ascertain whether a student entered below, at or above age related expectations as we use this information to monitor their progress at set data points. This entry band is not shared with students or parents as a target, it is used for internal purposes only. When students reach KS4 they are set highly aspirational and challenging targets called Minimum Expected grade (MEG) based on FFT top 20% data. MEG’s are reviewed but can only be revised upwards except in exceptional circumstances.
- A significant proportion of CPD and Curriculum Development Time is focussed on ensuring that KS3 Schemes of Work, resources and teaching are appropriately challenging to build upon the raised expectations at KS2 and prepare students well for the challenges of KS4
- A programme of university visits and engagement with the local HEPP are designed to encourage more students to consider applications to university
- The Access Project provides university visits and weekly individual subject-focussed mentoring by graduates for KS4 students to support them in considering making applications to Russell Group Universities.

### **Impact (not including 2020 outcomes)**

- Positive post-16 destinations, NEETS figures are regularly at or close to zero
- Increasing proportion of students accessing apprenticeships – 9% in 2018, up from 3% in 2016
- Outcomes improved each year since 2015
- Gaps between disadvantaged at Shirebrook Academy and ‘other’ students nationally closing

## Our Improvement Journey



### Commentary

- **4+E&M has improved by 29%** over the last 3 years and by **12% in the last year**.
- **5+ E&M has improved by 11%** between from 2017 to 2018
- **Disadvantaged students 4+E&M has improved by 22%** over the last 3 years and by **15% in last year**. This is above the national average for disadvantaged students.
- **Disadvantaged students 5+E&M improved by 8%** from 2017 to 2018
- **Other students 4+ E&M has improved by 34%** over the last 3 years and by **8% in last year**.
- **Other students 5+E&M improved by 11%** from 2017 to 2018.

In contrast to national trends, a full suite of GCSE qualifications continue to attract sustainable numbers of students including languages, art, photography, music, drama, technology, sport.