**Curriculum Statement**

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| “The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact/achievement).” |
| In King’s Academy Schools this means to equip all pupils with the confidence, knowledge, skills and values that will enable them to thrive in the modern world. Through our academic and personal development curricula, we will nurture and develop the whole child so that each unique individual grows constantly in confidence, and develops the knowledge, skills and self-esteem to achieve their true potential. All children will access a broad, challenging and engaging curriculum, encouraging learning through well established, research-based quality first teaching, enhanced by technology. |
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| **Our School Values**  “Working together to transform potential and inspire achievement”  Our core school values are Respectful, Successful and World-wise. We expect all members of our school community - students parents teachers and governors to show respect for others, work together to support their own and other successes, and be open to different viewpoints and perspectives. |
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**King’s Academy Easthampstead Park**

At King’s Academy Easthampstead Park, our curriculum is shaped by our school ethos of supporting students in becoming **respectful, successful and world-wise .**

**Curriculum Intent:**

* Provide all students with a broad and balanced curriculum including a clear emphasis on following the English Baccalaureate pathway where appropriate.
* Adhere to, or go beyond, the National Curriculum in all subjects to ensure greater depth and breadth in learning.
* Rigour, high standards, coherence.
* A core of essential knowledge and skills in the key subject disciplines.
* Carefully planned sequences of learning.
* Memorable experiences which put learning in a wider context.
* A wide range of opportunities for personalised stretch, challenge and support for all students, including the most able and those with SEND.
* Assessment opportunities that check how well the curriculum has been learnt, and enable teachers to drive students’ forwards in their learning.
* A comprehensive programme for personal development and character education (including RSE and preparation for life in modern Britain)
* Exposure to varied progression routes for all students’ post-16 and post-18.

**Curriculum Development**

* Our curriculum is under constant development following both formative and summative assessments. If gaps are identified, then the curriculum is developed to prevent these gaps occurring in the future. Our approach is Plan-Deliver-Assess-Update. Teachers are given time and training to develop their curriculum.
* Every teacher is involved in curriculum design and development. If a teacher teaches a subject, they are involved in the curriculum planning and development of that subject.
* Collaboration opportunities across the MAT are developing in addition to accessing shared CPD
* The curriculum is designed to give students the best chance at embedding the key knowledge into their long-term memory and developing automaticity in the key skills.
* Building a well-connected schema within and between subject areas is the ultimate goal of our curriculum.
* The curriculum is carefully sequenced to enable the knowledge and skills for each end point to be built on what has been taught before.
* Developing literacy in all students underpins our curriculum, especially reading.
* We use well established, research-based teaching techniques to enable students to learn the key knowledge and skills to be successful in each subject
* We carefully consider our students with SEND and our most disadvantaged students by being explicit in what the most useful aspects of the curriculum are.
* The knowledge and skills for each end point are assessed regularly, to allow any gaps in knowledge to be identified and rectified early.
* We carefully consider our students with SEND and our most disadvantaged students by being explicit in what the most useful aspects of the curriculum are. These most useful aspects are identified as a part of the curriculum plans.

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| **Curriculum at KS3: Year 7-9** |

In Year 7-9, through a broad and varied curriculum, we support all students to explore and develop their knowledge and understanding of the world.

All students have a 30 min PREP period at the start of each day. For at least 3 days in 5, this is focused on guided reading, to build students’ vocabularies through exposure to quality literature. On the remaining days, the period is focused on development of character, PSHE and the embodying of British Values.

Half the year group study Spanish, the other half of the year group study German.

We run a ‘Project’ pathway for students joining the school with low prior attainment in Reading and Maths. Rather than studying the main MFL curriculum, students’ study ‘Introduction to Spanish’ (1x 70 min lesson per fortnight), and 2x 70 min lessons focusing on accelerating their core literacy and numeracy skills. A key aim of Project is to ensure students make at least expected progress and more wherever possible, so the students can access mainstream KS4 pathways. We regularly review the progress of students on this pathway and some will leave the project group and return to mainstream MFL at the end of each year.

Our Year 9 curriculum allows students to sample aspects of new subjects they could choose to study at KS4. For example, as part of the Year 9 Art curriculum, students will have the opportunity to sample elements of Photography, and as part of the IT curriculum, students will have the opportunity to sample aspects of Business Studies.

**Time allocation by subject at KS3. Number of 70 min lessons per fortnight.**

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| --- | --- | --- |
| Subject | Year 7 and 8 | Year 9 |
| English | 5 | 6 |
| Maths | 5 | 6 |
| Science | 5 | 6 |
| History | 3 | 3 |
| Geography | 3 | 3 |
| RS | 2 | 1 |
| Art | 2 | 2 |
| DT | 4 | 3 |
| Performing Arts (Dance, Drama, Music) | 3 | 2 |
| PE | 3 | 2 |
| MFL (Spanish or German) | 3 | 3 |
| Computing | 1 | 2 |
| Personal Development (PSHE) | 1 | 1 |

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| **Curriculum at KS4: Y10-11** |

At KS4, all students study a core curriculum of GCSE English Language, English Literature, GCSE Maths, GCSE Combined Science and PE (non examination.) Students additionally select to study 4 options subjects. Students and parents are carefully guided through the GCSE options process and we go to great lengths to ensure every student follows a curriculum which is right for them. No student is excluded from any subject choice. Students for whom a GCSE language course is fully accessible are highly encouraged to study either German or Spanish. Students with a KS2 avg score of 100+ are especially guided towards this. The vast majority of students are also guided to study a Humanities subject and most elect to study History and/or Geography.

**KS4 Curriculum:**

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| Core subjects | Options |
| GCSE English Language | GCSE History |
| GCSE English Literature | GCSE Geography |
| GCSE Maths | GCSE Spanish |
| GCSE Combined Science | GCSE German |
| PE (Non-examination) | GCSE French |
| A small number of students also are offered Functional Skills in Maths and English | GCSE Fine Art |
|  | GCSE Photography |
|  | GCSE Computer Science |
|  | GCSE Media Studies |
|  | GCSE 3D Design |
|  | OCR Child Development |
|  | BTEC Hospitality and Catering |
|  | OCR Cambridge Nationals Creative iMedia |
|  | BTEC Enterprise |
|  | NCFE Health & Fitness |
|  | BTEC Public services |

On 7 days each fortnight, Year 11 students have an extended school day and attend an additional ‘Period 5 lesson’, finishing at 4.10. This Period 5 lesson is compulsory for all students to attend. This increases the number of lessons per fortnight for Year 11 from 40 to 47, gaining approximately 115 learning hours across the year.

All students in Year 10 and Year 11 additionally have a 30 min PREP session each day. In Year 10, 4 of these sessions per week are spent on guided reading, developing students’ vocabulary by exposing them to high quality literature read fluently by a teacher. In Year 11, students have a curricular in put that may involve core subject support and PHSE delivery. In the fifth PREP period each week, students in Year 10 and Year 11 have an assembly.

**Time allocation by subject at KS4. Number of 70 min lessons per fortnight.**

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| --- | --- | --- |
| Subject | 70 mins lessons per fortnight - Year 10 | 70 mins lessons per fortnight - Year 11 |
| English | 7 | 8 (plus 4x 30 min PREP sessions per fortnight) |
| Maths | 7 | 8 (plus 4x 30 min PREP sessions per fortnight) |
| Science | 7 | 8 |
| Subject 1 | 4 | 5 |
| Subject 2 | 4 | 5 |
| Subject 3 | 4 | 5 |
| Subject 4 | 4 | 5 |
| PE | 2 | 2 |
| Personal Development (PSHE and RS) | 1 | 1 |

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| KS5 - Y12-13 |

We offer 2 pathways at Post-16, one at Level 3 and one at Level 2.

Most students follow our Level 3 pathways, and study 3 or in a small number of cases, 4 A-Level courses or Level 3 Technical equivalents (BTECs) for two years. Students are guided in their subject selection to ensure they are on courses which will enable them to succeed and which will support their career aspirations. In addition to their full Level 3 courses, students are encouraged to study the Extended Project Qualification and/or Core Maths, each equivalent to an AS-Level. All students are allocated a minimum of 9 periods of supervised study time per fortnight, which is spent in the dedicated sixth form study room.

We are introducing a new Post-16 Level 2 pathway from September 2024. Students will study the UAL Level 2 Diploma in Fashion Business and Retail, paired with resit GCSE English and Maths if needed. The Level 2 Diploma in Fashion Business and Retail effectively meets the needs of our local labour market, and we anticipate that having completed the programme, students will either progress to Level 3 study in Fashion Business and Retail, or to related apprenticeships.

In addition to their subject lessons, all students in our Sixth Form participate in lessons in PSHE and enrichment. During enrichment lessons, students pick from a menu of opportunities, including undertaking additional qualifications in First Aid and E-Sports, as well as wellbeing opportunities such as sports and yoga. They also regularly receive careers advice and guidance, and undertake regular community service

**KS5 Curriculum:**

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| GCE Fine Art | GCE Biology | GCE English Literature | GCE Film Studies |
| GCE Graphic Design | GCE Chemistry | GCE Mathematics | GCE German |
| GCE Photography | BTEC L3 Business Studies | GCE Further Mathematics | GCE Spanish |
| GCE English Language | WJEC L3 Applied Certificate in Criminology | GCE Media Studies | GCE History |
| GCE Geography | BTEC L3 Performing Arts | BTEC L3 Music | GCE Physics |
| GCE Sociology | GCE Psychology | BTEC L3 Sport | BTEC L3 IT |
| Core Maths (Year 12 only) | EPQ (Year 13 only) |  |  |

**Time allocation by subject at KS5. Number of 70 min lessons per fortnight.**

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| Level 3 Pathway | | Level 2 Pathway (From Sept 2024) | |
| Subject | No. of 70 min lessons per fortnight | Subject | No. of 70 min lessons per fortnight |
| A-Level Option 1 | 8 | UAL L2 Diploma Fashion Business and Retail | 16 |
| A-Level Option 2 | 8 | Resit GCSE English | 5 |
| A-Level Option 3 | 8 | Resit GCSE Maths | 5 |
| A-Level Option 4 (selected students only) | 8 | Enrichment | 2 |
| EPQ/Core Maths | 2 | Personal Development (PHSE) | 1 |
| Enrichment | 2 |  |  |
| Personal Development (PHSE) | 1 |  |  |
| Supervised study | 12 (Y12)/ 9 (Y13) |  |  |