



# Curriculum Intent

We are committed to providing a broad and balanced curriculum that enables all students to develop essential skills and knowledge. This builds a foundation for them to make appropriate and aspirational choices in their future. In planning the curriculum, the school takes into account the needs of the whole community: students, staff and parents, and beyond to local businesses and interests. We understand that each student is an individual, that they come from a variety of backgrounds and have a variety of learning needs. We embrace this variety. We know it adds to the richness of our school community. Students are never disadvantaged due to their circumstances, background or culture.

## Key principles

- The curriculum is designed around our belief that ‘Every Day Students Achieve.’
- We take time to get to know our students and have high aspirations for each and every one of them.
- Students who are disadvantaged or pupils with SEND are included in the full offer of the school.
- The curriculum is designed to foster a love of learning and meet individual needs to allow all students to make ambitious and appropriate decisions about their future.
- Our fundamental belief in the importance of and enjoyment in literacy and oracy pervades the curriculum and beyond.
- Students develop an intellectual curiosity. They evaluate information, think critically and draw conclusions. The curriculum is planned and sequenced so that new knowledge and skills build on prior learning.
- All qualifications offered are appropriate for our students and engender high academic, vocational or technical ambition.
- Students look forward to continuing their post-sixteen opportunities. No pathways are closed through curriculum choices; students are able to choose whether to attend higher education, further education or learning in the workplace.
- Students are given effective and inspiring careers advice. This begins during the transition from primary into Y7, continues throughout their time with us and prepares them for the next stage in their educational journey.
- Students develop emotional intelligence. They can recognise their own emotions and those of others, discern between different feelings and label them appropriately, and use emotional information to guide thinking and behaviour. This is delivered through our bespoke Wellbeing programme.
- Students are given opportunities to enrich their learning outside the classroom. This includes extra-curricular clubs, curriculum-based trips and experiential trips.
- Homework is set to support and enrich learning outside the classroom. Tasks are designed to engender a love of learning, independence and a passion for further development of knowledge.

## **Cultural capital**

Cultural capital comprises the social assets of a person (eg their education, intellect, style of speech, style of dress) that society considers rare and worth seeking; assets that promote choice and opportunity. Ofsted defines cultural capital in education as:

‘...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

Students are given numerous opportunities to build their cultural capital. These include access to a well-planned and delivered curriculum, assemblies, wellbeing lessons and in their daily interaction with staff and with each other. They are further enriched through their contact with visitors and guest speakers to the school, and when they participate in offsite activities. Our learning profiles - promoting resilience, focus, standards of uniform, behaviour in a community and independent work - combine with the students’ own ‘My EDSA’ programme to generate a tangible and recorded sense of pride in their developing cultural awareness.

## **Rationale for key stages**

An acknowledged strength of the school is how well we know our students and their individual needs. Whilst we are aware of the latest government thinking and celebrate its renewed focus on breadth and love of learning over ‘exam factory’ success, we believe that as highly effective school leaders we can be trusted to interpret what is right for our students in our setting.

We offer a comprehensive careers programme that runs throughout students’ time with us. The options process is accessible and transparent. With a comprehensive core offer and four options subjects, all students are able to take 11 GCSE or equivalent courses. Our curriculum remains flexible at key stage four: we have the potential to offer early entry, and can tailor intervention on a student-by-student basis.

Our wellbeing programme continues to be run weekly throughout key stage four. This is non-examined, yet offers the opportunity for vital skills and new experiences to be explored in a safe environment.

We review our offer on a regular basis with curriculum leaders, but remain aware at all times of the need to plan well and to deliver on commitments we make to our stakeholders.

## **Key stage 3**

In years 7 and 8 students follow the national curriculum. They study English, mathematics, science, art, computing, drama, geography, history, modern foreign languages, music, physical education, religious studies and technology. This provides a broad and balanced curriculum that enables students to develop cultural capital, essential skills and knowledge and build the foundation for them to make correct decisions about their GCSE courses.

## Key stage 4

Students are encouraged to study a range of subjects at KS4 which allows them to access a variety of post-16 education depending on their ambitions. They are encouraged to keep their choices wide-ranging encompassing all aspects of the curriculum.

All students study a core curriculum of GCSE English language and literature, mathematics, science (double award), religious studies and an option in health (GCSE PE, GCSE hospitality and catering, or BTEC health and social care).

Students then choose four further GCSEs from art, business studies, computer science, drama, French, geography, history, music, resistant materials, separate sciences and textiles. There is an expectation that students will select either history or geography as one of these options and within the option system can choose both if desired.

This curriculum offers students the opportunity to be eligible for the English Baccalaureate (EBacc), although this is not compulsory.

Students take part in weekly wellbeing sessions in all year groups.