

# Curriculum at The Carlton Academy

The ethos of The Carlton Academy is built on four core principles;

1. High expectations for all
2. Valuing and celebrating academic achievement
3. Outstanding teaching for all students
4. Widening students' experiences through a range of extra-curricular activities including sports and the performing arts.

Holding strong to these principles, we have guided the development of our curriculum in order to provide students with a broad stimulating learning experience, where they feel secure to take risks and are encouraged to excel in everything they do. We are an academy where success is both expected and accepted and where students can thrive and share their successes with their peers. Our curriculum is one of opportunity and aspiration and embraces all that we do.

Our 'core purpose' is to maximise the progress of all students, enabling them to do as well as possible in their exams and improve their life chances. Aligned to this, we want all students to be inspired and motivated by their teachers and to enjoy their academy life to its fullest opportunity.

Our curriculum enables students to gain qualifications and skills that allow them to both make and take choices about their next steps, whether it be about choosing subjects for GCSE, post 16 or other opportunities open to them in their lives ahead. We work tirelessly to develop students into well-rounded, active and informed citizens, delivered as part of what we do in the academy every day along with the many layers of experience and opportunity open to them in our academy. Curriculum is described, most broadly, as 'a way of life at the school for successful lives ahead'.

These key principles underpin our curriculum and are our **Intent**

- Students have access to a broad, deep, balanced and planned curriculum, with outstanding teaching and learning at its heart
- Students develop skills for life; reading, literacy, writing, oracy and memory and retrieval, which are embedded at an early stage and focused on throughout, enabling students to fully access the wider curriculum and opportunities in their lives ahead
- We nurture and develop individual character and confidence by offering an extensive range of learning opportunities for students both in and out of the classroom
- We provide rich cultural experiences and develop moral, mental and physical development of students
- Partnership with parents fosters developing successful young people ready to face and succeed in their lives ahead

The academy's curriculum encourages a thirst for knowledge and understanding and a love of learning, maximising the opportunities for students to study a wide-ranging curriculum that offers breath and balance throughout their initial five years at the academy. The curriculum contributes not only to students' academic achievement, our 'core purpose' but also their physical well-being and spiritual, moral, social and cultural development. We promote and expect outstanding behaviour and attitudes to learning as vital lessons for successful lives ahead in an increasingly competitive global society.

## **Broad, deep, balanced and planned curriculum, with outstanding teaching and learning at its heart**

The curriculum helps students achieve high standards and make excellent progress. In Years 7 and 8, students cover the National Curriculum experiencing the broadest range of subjects taught by specialist staff. They develop a deep understanding of their subjects and make rapid progress. Much work has been done, both cross phase with our feeder schools and within the school itself, to ensure our response to 'The Wasted Years' saw an increase in pace, depth and knowledge. All lessons and homework, planned and sequenced carefully, provide opportunities to secure and demonstrate retained knowledge and retrieve previous learning to ensure knowledge and understanding is embedded. Teaching and Learning strategies are geared towards advantaging our disadvantaged learners, through setting of high expectations for outcomes, assessing prior learning, DIRT and low stakes quizzing. Alongside this, our homework strategy

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focuses upon servicing our memory and retrieval strategy, enhancing the working knowledge and confidence of students throughout years 7 to 11. In Years 7 and 8, students receive 3 hours of PE and work on a 'My Personal Best' programme. This not only helps develop their physical skills and resilience, it engages a strong ethos of positive mental and physical health through setting targets and celebrating achieving them.

The majority of students have very defined ideas of subjects that they favour most and least by the middle of year 8. We believe, along with students, teacher and parents, that indicating preferences develops the most engaged students, acting as a strategic partner in their own success and improving outcomes. Students spend time in Year 9 focusing on four preferred subjects of choice, carefully guided and monitored by specialists. These courses are not externally assessed, they aim to build on strong foundations laid in previous years and develop a mastery of the skills to succeed at Key Stage 4. Students can make changes to their Year 9 choices through the year, very few choose to do this. In Key Stage 4, courses are carefully planned to ensure content is revisited thoroughly and this prepares students to succeed in their examinations.

In order to provide students with greater choice, we have further expanded the breadth of the curriculum. All students study GCSE RE alongside an additional chosen qualification in years 9 and 10. This increases the number of subjects that student's study, gains formal accreditation and provides additional time for English and Maths in Year 11. The skills and experiences of their two Year 9/10 qualification help develop character and maturity that allows them to be more prepared for their final year of GCSE study. The content of the GCSE RE supports our ambition to develop well rounded young people, who have an understanding and appreciation of the wider world, outside of the community in which they live. These approaches will increase opportunities for our students to go on to study at a higher level and access a greater variety of learning and training opportunities, something we see as vitally important to increasing their life chances and which we are already successful in doing. The focus on literacy and numeracy through the entire curriculum is given even more time in Year 11 to help maximise progress of all students. Any underachievement in these two subjects receives significant intervention at all levels and years.

At Post 16 we continue to provide the students with a rich variety of subjects, both academic and vocational to enable them to study and succeed at the highest levels. We provide the students with a carefully planned and delivered tutorial and enrichment programme alongside their academic subjects, in order to fully support them in making informed decisions about the next stage in their lives, whether that be university, further training or employment.

### **Students develop skills for life, reading, writing, oracy and memory and retrieval**

Reading is at the heart of the school. All students in Years 7 and 8 receive a specific reading programme, 'Accelerated Reader', using the physical space of our outstanding library. Weaker readers receive additional support through literacy packages and mentoring intervention. A strong partnership exists with feeder schools in continuing the outstanding starts that they have in their first years at school. All students take part in Drop Everything and Read (DEAR) time as part of the tutorial programme. Students in Years 7-9 have at least one lesson per day in which they read their current book or resource for at least 15 minutes. All subjects plan extended writing opportunities for students across their curriculum and give feedback on written work to develop students' literacy, with direct links to subject specific language and terminology as well as underpinning literacy development and extended writing. Developing confident young people, who can talk to both each other and unfamiliar audiences is a key character development. The school does not allow phones to be seen unless the teacher requests it, so as to promote conversational dialogue between young people. In the assembly and tutor programme, students undertake a structured programme of activity, with a specific session a week in tutor time, along with promotion of quality talk in lessons and the expectation to deliver assemblies to their House peers. The debate programme is also being actively expanded and is part of the oracy, character and PSHE focus. Memory and retrieval skills are taught to students in all year groups. In Years 7 – 8 this is done effectively through our homework strategy, where all homework has a memory and retrieval focus as appropriate to the subject. This is supported by student and parent events.

### **Developing character and providing cultural experiences which develop moral, mental and physical development of students**

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Our curriculum ensures that we develop the students' awareness of the best that has been done and achieved alongside gathering new knowledge to help them become successful young people who are ready to take steps into becoming independent young people who can cope with the challenges they will face. This includes, how to be safe and healthy, increasing awareness of self and others and embedding British values through PSHE, DRIVE, RSE and our Enriching Curriculum Opportunities (ECO) days. All of these programmes add significant value to the education and experiences of young people and allow adults to work with them in a variety of activities and experiences which foster strong relationships of trust.

Extra-curricular trips, educational visits, partnerships, our Extension and Achievement programme and CEIAG offer, ensure students experience and achieve not only academic success, but also develop as well-rounded individuals who are prepared for life outside of the academy. Our Opportunities Programme is extensive and offers 'something for everyone'. The wider curriculum is an essential part of each student's learning and offers our students the opportunity to learn about life in its broadest context: its challenges and opportunities, how to respond to occasional disappointments through developing resilience. We place huge importance on extra-curricular and personal development within the ethos of our academy, ensuring the right balance between academic outcomes and development of whole individuals. As adults, we do all we can to encourage and celebrate participation in as wide a range of opportunities and these are recorded and celebrated through Pledges.

We have a rewards system that clearly identifies characteristics of successful Carlton students – Contributor, Aspiring, Resilient, Leader, Teacher, Organised and New Thinker. This was developed with students and their achievements are rewarded at various thresholds, monthly events with the Head and through assemblies.

### Partnership with Parents

We believe that it is a community that contributes to the development of successful young adults, with foundations for successful adult lives ahead. We work tirelessly with parents to engage them in the opportunities that their children have both with us and in the areas that they live. We endeavour to upskill parents in their support for their child's education, both through sharing curriculum themes and extension opportunities, as well as giving them opportunities to develop their own understanding of some of our key strategies, such as memory and recall. Our ambition for the community is for us to be an outstanding academy that is respected and valued as a partner to families in developing their child. We believe we are making excellent progress to realising this ambition.

Further information on many of the activities outlined in this statement are found on our website, these include but are not limited to those shown in the table below. We encourage you to find out more.

<a href="#">DRIVE</a> and <a href="#">Pledges</a>	<a href="#">Extension and Achievement</a>	<a href="#">Characteristics of Carlton Learners – reward system</a>	<a href="#">Careers Education and Guidance</a>	<a href="#">Opportunities Programme</a>
<a href="#">Club Class</a>	<a href="#">PSHE</a>	<a href="#">ECO Days</a>	<a href="#">Options for GCSE</a>	<a href="#">Options for Post 16</a>
<a href="#">Oracy</a>	<a href="#">Memory and Recall</a>	<a href="#">Year 7 &amp; 8 curriculum</a>	<a href="#">Year 9 to 11 curriculum</a>	<a href="#">Homework Strategy</a>

### Implementation

A carefully planned and structured curriculum, delivered by specialists who have clear understanding of what students have studied before and what they can do, is the foundation on which excellent learning and student development are built. Our curriculum builds on what has been taught and learnt before and prepares students for the next stage. This is underpinned by the whole school approach to developing outstanding teaching and learning. Subject leaders, with their specialist teaching teams, plan and deliver a curriculum that promotes a deep understanding of a wide range of topics. Teachers plan and deliver lessons to enable students to embed, recall and extend knowledge through embedded memory and recall activities, interleaving and spaced practice. These skills help student build both knowledge and skills that allows them to make successful progression to the next level and ultimate exam success.

### Key Stage 3

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Students study the full National Curriculum of non-statutory Key Stage 4 subjects by the end of Year 8. The work implemented after the publication of 'The Wasted Years' saw the school undertake a full review of the Key Stage 3 curriculum and a major partnership of working with feeder schools to ensure progress is rapid and sustained. Lesson planning sets high expectations of engagement, pitch and challenge, differentiated for all abilities and linked to aspirational target grades.

## **Year 9**

During Year 8, students choose 4 subjects to study in Year 9 and into Key Stage 4. This is a highly successful strategy, popular with parents and students, and has led to improved progress and attainment over time. Students can change their choices during Year 9, and all students study these courses along with GCSE RE, English, Maths, Science and PE. Assessments are scaffolded, in a way appropriate to the subject, to allow students to demonstrate their learning and develop their skills at the same time. Predictions of outcomes are fed back to students and parents using the banding system also used in Year 7 and 8.

## **Key Stage 4**

Students have free choice of their options; guidance is given around EBacc qualifications and all students receive individual guidance on their choices. Students who are guided to the EBacc suite, but who do not wish to engage in it, are allowed to make free choices and a close partnership with parents supports this dialogue. Our options are extensive, both academic and vocational subjects are offered along with other approved courses for those requiring additional support. Our model maximises outcomes and gives students the best chances to make successful transition to the next stage. The vast majority of subjects that are offered in Key Stage 4 are also offered at Post 16.

## **Impact**

We believe that our curriculum will:

- Have a sequence of learning that builds on previous knowledge and supports achieving next steps
- Maximise outcomes for all students
- Deliver qualifications that have currency for life
- Prepare students for the next stage of their lives and how to make informed choices for their futures
- Raise ambition and aspirations of staff, students and their parents
- Develop well rounded, increasingly confident, ambitious young people who understand their roles in society and have respect and tolerance for all
- Develop a strong suite of skills for life that enable students to be competitive in a global society
- Enrich students with a wide range of opportunities and experiences that gives them a thirst for wanting to know and see more

The curriculum offer is reviewed each year to ensure that it continues to meet the needs of all students and is adapted as and when required.