Curriculum at The Carlton Academy

The ethos of The Carlton Academy is built on five 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.
5. Equality and opportunity for all students and staff.

These principles are pivotal to the development and ongoing evaluation of our curriculum in order that we provide students with a broad stimulating learning experience, where they feel secure to take risks and are encouraged to excel in everything they do during their journey with us.

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 during their learning journey.

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 subjects studied at Level 2 or at Level 3 during Post 16.

We want all students to aspire and be aware of the many opportunities open to them in their lives ahead. We work tirelessly to develop students into well-rounded, active, and informed citizens as part of what we do in the academy every day along with the many layers of experience and opportunities 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
- Students are nurtured and develop individual character and confidence through an extensive range of learning opportunities both in and out of the classroom
- Students can access rich cultural experiences and develop moral, mental and physical development through these opportunities
- 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 time at the academy. The curriculum contributes not only to students' academic achievement, our 'core purpose' but also to 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

Our curriculum helps students achieve high standards and make excellent progress. During Key Stage 3 students cover the National Curriculum experiencing a broad 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.

Our Teaching and Learning shared strategies include the setting of challenging objectives, assessing prior learning, DIRT, and low stakes quizzing. Alongside this, our homework strategy focuses upon servicing our knowledge acquisition strategy, enhancing the working knowledge and confidence of students throughout their time with us. In KS3, students receive 2 hours of PE, that not only helps develop their physical skills and resilience but also encourages a strong ethos of positive mental and physical health through setting targets and celebrating achieving them.

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, to fully support them in making informed decisions about the next stage in their lives, whether that be university, further training or employment.

How we Implement our Curriculum

During **Key Stage 3** we offer our students a broad curriculum with an extensive range of experiences. They study in a wide range of subjects with full coverage of the National Curriculum. Students follow themes in their units of work, with these topics sequenced to enable progression from one unit to another and from one year to the next. Key Stage 3 provides the foundation for later achievement, helping to prepare students for the next stage through high quality teaching and learning experiences.

In Year 9, students make important subject choices as part of our Pathways process, to go alongside the core subjects they will study at Key Stage 4. This enables greater depth of study, enjoyment and motivation across all their subjects, fully preparing them for their exams in GCSE and other qualifications. A very small number of selected students' access an adapted pathway to support them with their KS4 options.

Key Stage 4 allows for the expansion of skills and knowledge to meet the challenges of a rapidly changing world. Their broad and balanced curriculum at Key Stage 4 builds on prior learning preparing them well for further education. Students have equality of access to academic, practical and vocational subjects, including those that make up the English Baccalaureate.

Key Stage 5 (Year 12 and 13) provides our students with the specialised pathways necessary to provide access to higher education, training, and employment. Students are taught by specialist staff in a wide range of subjects, including vocational areas.

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 knowledge acquisition, 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.

Our Curriculum Structure

Year 7	Maths 3 English 4 Science 3 French/Spanish 2	Physical Education 2 Geography 2 History 1 Design/Technology 2 Art 1	Music 1 Drama 1 ICT/Computing 1 RE 1 PSHE 1
Year 8	Maths 3 English 4 Science 3 French/Spanish 2	Physical Education 2 Geography 1 History 2 Design/Technology 2 Art 1 PSHE 1	Music 1 Drama 1 ICT/Computing 1 RE 1
Year 9	Maths 4 English 4 Science 3 French/Spanish 2 or 3 (dependent on language set)	Physical Education 1 or 2 (dependent on language set) Geography 2 History 2 Design/Technology 1 Art 1	Music/ Drama 1 ICT/Computing 1 Religious Education 1 PSHE 1

Year 10*	Maths 4 English 4 Science 5	Subject choice A 2.5 Subject choice B 2.5 Subject choice C 2.5 Subject choice D 2.5	Physical Education 1 RE/PSHE 1
Year 11*	Maths 4 English 5 Science 5	Subject choice A 2.5 Subject choice B 2.5 Subject choice C 2.5 Subject choice D 2.5	Physical Education 1

All students in Key stage 3 study the wider curriculum of PSHE (personal, social, health and economic education), RSE (relationship and sex education) and SMSC (spiritual, moral, social, and cultural education) through a timetabled PSHE lesson once per week. This is supported by assemblies.
In Key stage 4 students have a timetabled lesson in year 10 where both PSHE and RE are studied as part of their Core curriculum. Year 11 have dedicated personal development time throughout the year in a series of tutor time workshops and assemblies.

* students' guided options choices from: GCSE Design & Technology, Child Development & Care, GCSE Drama, Media Studies, GCSE History, GCSE Geography, Hospitality & Catering, Music Technology, GCSE Photography, Sport, GCSE Art Graphics, GCSE Business Studies, Engineering, GCSE Fine Art, GCSE Food Preparation & Nutrition, GCSE Music, GCSE Media, GCSE PE,
GCSE Psychology, GCSE Sociology, Art, Computer Science, French, Spanish.

Post 16

Year 12 and 13 students have the opportunity to study a wide range of academic and vocational subjects when they continue their journey with us at the academy.

A levels	A levels	Vocational
Art, Biology, Business Studies, Chemistry, Computer Science, Design and Technology Drama and Theatre Studies, English Language, English Literature, French, Further Mathematics	Geography, Government And Politics, History, Mathematics, Media Studies, Music, Philosophy and Ethics, Photography, Physical Education, Psychology, Sociology, Spanish	Applied Science, BTEC Business, Food Science and Nutrition, Health and Social Care.

On occasion a course may not be able to run due to small numbers opting to study it and the curriculum offer in Post 16 is reviewed on an annual basis. We also work as part of the Trust post 16 offer and courses can run across schools in some cases and this has been very successful in enabling all students to have their choices and delivering outcomes.

Any student who has not achieved a standard pass (grade 4 or above) in English and/or Mathematics at GCSE will be required to re-sit the qualification(s) until grade 4 is achieved in both subjects up to the age of 19 in line with national requirements, with specialist teaching provided to achieve this.

Skills for life; reading, writing, oracy and knowledge acquisition

Reading is at the heart of the school physically, with our outstanding Library where all students in Years 7 and 8 receive a specific reading programme, 'Accelerated Reader'. 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 for at least 15 minutes. Readers who fall below age-related expectations receive additional support through literacy packages and mentoring intervention.

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. Opportunities to develop confident talk are built into lessons.

Knowledge acquisition is taught to students in all year groups. This is achieved effectively through our homework strategy, where all homework has a memory and retrieval focus as appropriate to the subject, and is further supported by student and parent events.

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

Our curriculum ensures that we develop our students' awareness of the best that has been done and achieved, alongside gathering new knowledge to help them become successful and ready to take steps into becoming independent young people who can cope with future challenges they will face. This includes, how to be safe and healthy, increase awareness of self and others and embedding British values through PSHE, RSE and our tutor programme. All 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 Aspirations 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 Co-Curricular offer, called 'Curriculum Plus' is extensive and offers 'something for everyone'. The wider curriculum is an essential part of each students 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 individual. 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.

Students are provided with independent and impartial careers guidance from our specialist and qualified careers advisor with experience of workplaces being a key opportunity open to our students in Year 10. The Academy will support students with careers by not only offering meetings with the career's advisor, but through the curriculum, PSHE and we advise on such elements as writing CVs and Personal Statements, university visits and invitations to careers fairs, among other opportunities.

To further develop students and prepare them going forward, we also have a rewards system that clearly identifies characteristics of successful Carlton students – Contributor, Aspiring, Resilient, Leader, Team worker, 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 knowledge acquisition. 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.

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

Review

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. When reviewing this curriculum policy, the following guidance regulation and legislation was considered:

- National Curriculum in England: Framework for key stages 1 to 4 (2014)
- Ofsted Key stage 3: The Wasted Years? (2015)
- Ofsted School Inspection Handbook (September 2019) • Academies Act 2010
- The Education Act (2002)
- Special Educational Needs and Disabilities Code of Practice (2014)
- Equality Act (2010)
- Governance Handbook (2019)

Our curriculum will be reviewed annually to ensure its appropriateness and effectiveness towards the fulfilment of our intent. This will allow students to continue to achieve to their full potential and gain the qualifications that will give them access to the next stage of their education and their future careers.

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