

Curriculum Plan & Analysis

Curriculum statement

Abbey Grange C of E Academy offers a broadly academic curriculum, with sights set firmly on the highest possible percentage of students achieving or exceeding their potential, and going on to further their education at university, college or on an apprenticeship. Through high expectations, expert teaching and targeted intervention, students from all beliefs, backgrounds and starting points will be able to achieve. Timetabled lessons are enhanced by a varied and motivational enrichment programme, creating a well-rounded educational experience for Abbey Grange students, with the development of skills that will help them to succeed in further education and employment.

Type of Curriculum

The Abbey Grange curriculum is broadly based on the national curriculum, with subject areas taking the following sources into consideration when constructing their Key Stage 3 long and medium-term plans:

- International Middle Years Curriculum (IMYC)
- For core teachers, the English and Mathematics primary curriculum (in liaison with local primary feeder schools and JSC)
- The 2014 programmes of study from the DfE
- Skills, content and assessment styles included in the legacy and new GCSE specifications
- Skills, content and assessment styles included in the legacy and new A Level specifications

By adopting this approach, the Key Stage will not exist in isolation, but instead, a continuum of learning will be created from Key Stage 2 through to the end of Key Stage 5.

All students complete Key Stage 3 by the end of Year 8. Strategic and timely interventions are provided to ensure that no student is left behind and appropriate provision is made to maximise students' progress, whatever their starting point. These first two years provide the foundation for an earlier start to GCSE courses. This accelerated approach is designed to remove the obstacles that can hold back the most able and is also a motivating force for all students who will benefit from the faster pace of learning.

The EBacc

A broad range of GCSE subjects are offered to students, with EBacc options featuring strongly: Computer Science, Geography, History, French, Spanish, as well as the opportunity to sit GCSEs in heritage languages. The EBacc is a compulsory element of our curriculum for most students, as we advise our students to study these facilitating subjects with a view to future study at top universities.

Curriculum Aims

a.) Depth

Key Stage 4 runs from Year 9 to Year 11. Students have two lessons per week per option. Year 12 and 13 students have nine lessons per fortnight per subject in order to allow adequate time for the more in-depth teaching and feedback that is required for them to achieve their potential. The EPQ and Higher Sports Leaders Award are allocated 3 lessons per fortnight. As a result, students are as well prepared as they can be to achieve the maximum grades possible in all of their courses.

Where students are behind in core subjects, additional Mathematics and English lessons are provided by specialised intervention teachers as well as classroom teachers, during and after-school hours to ensure they have the best possible opportunity to reach grade 5s at GCSE level.

Further depth in students' learning is achieved through our strong commitment to independent learning as a means of continuing progress outside the classroom as well as suggested reading lists to improve background knowledge. Milk planner is used to effectively communicate homework to parents so that parents can support their child in further developing their knowledge and skill base.

b.) Breadth

In Key Stage 3, students are able to experience a wide range of subjects through the IMYC, which allows them to make sound option choices. In Key Stage 4, students have three options across a variety of subjects, including technology, the arts, and a choice of computing qualifications, thus ensuring that a balanced variety of subjects to suit all learners is maintained. In order to ensure students are able to achieve the Ebacc, one option must be Geography or History, and MFL is compulsory. A broad subject offer is also available in Key Stage 5, catering for different pathways through to university, training or

employment. There is an excellent choice of enrichment activities to further enhance students' breadth of experience.

c.) Skills and qualifications for life

It is vital for their life chances that students do well in English and Mathematics. There is a strong focus on the core in Abbey Grange's curriculum, as reflected in the allocation of time to core subjects in both Key Stages 3 and 4. It is our pledge to parents to do everything in our power to ensure that students achieve minimum good passes in these qualifications. We continue this pledge into Year 12 and 13 by providing GCSE resit classes in English, Maths and Science to ensure students are given the best opportunity to pass these subjects.

All courses we run are recognised and valued by colleges, universities and employers, and lead on to either further study or employment. Great importance is attached to the core, including digital literacy, as these qualifications are central to students' progression in life.

As part of our timetabled curriculum, Enrichment lessons are given three lessons in Year 9 and 11 and two lessons in Year 10. In Year 9 and 10 students study the Archbishop Young Leaders Award and in Year 11 they move on to study the Higher Project Qualification.

Quality of experience

Students learn best not only when they feel they can achieve, but also when they feel motivated and excited by their learning. Every subject offered at all levels offers opportunities outside of the classroom, from lunchtime clubs to excursions to America!

The International Middle Years Curriculum

The International Middle Years Curriculum is followed in Key Stage 3. The IMYC helps students to understand their learning by linking all subjects learning to a conceptual theme. It is designed to engage the specific developmental needs of 11-14 year olds who work towards understanding through a personal and global perspective. Students make connections by linking all subjects together through the Big Idea.

Students use their iPads to enhance and reflect on their learning. At the end of every 'Theme' students produce a reflective journal which is marked by staff using the rubrics provided. The rubrics are descriptions of performance for each of the core skills in the Assessment for Learning Programme. They describe performance at one of three levels – Beginning, Developing, Mastering. It is expected that students will have reached Mastering level by the end of the two years of the IMYC.

The curriculum is innovative and enhanced throughout by technology

Abbey Grange seeks to make the most of the ever-increasing array of software and applications available to enhance the curriculum. The Digital Resource Library, the use of iPads and Foldr enables more regular and immediate feedback between teachers, individual students, and whole classes. All students in Year 7-9 have their own iPad which they are encouraged to use in lessons and at home to further develop their knowledge and skills. The increasingly diverse functionality of interactive whiteboards and Apple TV, including the use of a range of media, help to capture students' imagination and retain their interest and motivation during lessons. Reading Matters is used to track students' reading ages and inform interventions. Students are taught how to use 'apps' as part of their IMYC Reflective Journal. They continue to develop their use of apps in Year 9 with specific homework's being set for specific apps. Subject-specific apps are used with the particular purpose of extending students' learning outside the classroom and adding variety to the types of task available, for example MyMathematics. Technology plays an increasingly significant role in on-going parental engagement, with all Independent Learning tasks set on Milk planner.

Instilling high aspirations from the outset

At Abbey Grange, our aim is that students have the information to make informed lifestyle choices from the earliest possible stage. They will therefore be asked frequently about their aspirations and potential career paths from Year 7 onwards. Information will be provided in bespoke lessons for example, during PSHCE lessons, and links to careers and future learning will be planned into schemes of learning in all subjects and at all stages. Students are interviewed intermittently with discussions linking back to their aspirational

targets to ensure not only that students are setting the right goals for themselves, but also that they have a realistic grasp of the grades required to achieve them. Regular visits from university graduates and lecturers, in particular from the most local HEIs, take place to support a range of careers-related activities from Key Stage 4 upwards. There is Independent Advice and Guidance (IAG) provided at school for students and parents.

The 'extended' curriculum

At Abbey Grange, we view enrichment as a central part of the curriculum, where learning is enhanced and complements the main curriculum. The enrichment offer, and students' engagement with the programme, is a unique feature of the Academy, and the variety of the offer allows every student to find or develop an interest, hobby or skill that they are passionate about.

A commitment to experiential learning

Abbey Grange has developed partnerships with a number of high profile organisations, including Duke of Edinburgh, Ahead Partnerships, the Rotary Club and numerous Universities. There are frequent opportunities for students to visit a wide range of organisations and undertake projects, which enrich and extend their learning. The Academy has also established a number of international links in Ethiopia and India, for example, so that students are able to gain a wider understanding of global issues. In Year 12 and 13 students are given the opportunity to visit these countries as part of a fund raising experience.

Our approach to Independent Learning

Independent Learning is an essential part of students' education at Abbey Grange. In order to become lifelong learners, students must learn not only to study when supervised in the classroom, but also independently, as they would have to do at university. Students who do not have a home environment conducive to longer periods of study are able to take advantage of the Academy's homework club to complete their work. Teachers carefully plan and set tasks that not only consolidate learning from previous lessons, but also contain new challenges so that students continue to progress beyond the classroom. Independent Learning, therefore, must be an integral part of medium and short-term planning, and this is reflected in all curriculum plans. A variety of tasks is set, including extended writing, in-depth reading, research tasks and online activities in order to awaken students' curiosity and motivate them to complete tasks to the best of their ability. All curriculum areas are supported by having the latest resources at their disposal and receive training on managing the marking load generated through peer assessment, self-assessment, self-marking online tests, and effective time management.

Independent Learning. Students can typically expect in each Key Stage:

Key Stage 3: 30-60 minutes per subject per week

Key Stage 4: 60-90 minutes per subject per week (with the exception of PE and PSHCE)

Key Stage 5: 5 hours per subject per week minimum.

Key Stage 3 Curriculum Model 2016-17

There are 50 lessons, each 60 minutes of length, in the core timetable over a fortnight.

Subject	Periods per week
English	7
Mathematics	7
Science	6
RS	3
Art	2
Computing	2
Drama	2
Geography	3
History	3
MFL	5
Music	2
PE	4
Technology	4
Total	50

The Year 7 and 8 curriculum 2016-17

As part of the IMYC students are taught using themes throughout all their subjects.

Time	Year	Theme	App
September – November	7	Discovery	Notes
	8	Risk	Keynote
November – January	7	Celebration	Keynote
	8	Interpretation	iMove
February – April	7	Creativity	iMovie
	8	Identity	Simple Minds
May - July	7	Balance	Pages
	8	Structure	No journal

Setting in Key Stage 3

Year 7 students are placed into one of 6 tiers based on their KS2 data. Students then undertake nationally standardised tests early in their first term and adjustments are made to setting based on their results. Student performance is closely monitored throughout the year and, where appropriate, further changes made to setting.

In Year 8, the year group is split into an X and Y half. Students are placed into sets in individual subject areas.

Key Stage 4 Curriculum Model 2016-17

Hours per fortnight, per subject are allocated as follows in Key Stage 4:

Subject	Year 9	Year 10	Year 11
English	8	7	8
Mathematics	7	8	7
Science*	8	10	10
RS	3	4	3
Core PE	3	3	3
French	5	4	4
Option 1 Geography/History	5	4	4
Option B	4	4	4
Option C	4	4	4
Enrichment	3	2	3
Total	50	50	50

*A decision will be made in Year 10 about which students will work towards GCSE qualifications in the separate sciences, and which students will work towards the combined science award.

Level 2 qualifications

The vast majority of qualifications selected at level 2 are GCSE qualifications, with the exception BTEC ICT, Sport, Drama and Business.

English Language English Literature Mathematics Combined Science Biology / Chemistry / Physics RS Art Drama Music Geography History	French Spanish Design Technology Food and Nutrition Sociology Computing BTEC ICT PE BTEC Sport Business with Economics BTEC Business
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Key Stage 5 Overview

There are a wide range of A Level courses available in the Sixth Form. All students are expected to study four AS Levels in Year 12 and three A Levels in Year 13. In some cases, where students have achieved exceptional GCSE results, students may be permitted to study four A Levels. Upon application to the Sixth Form, each student who meets the Academy's entry criteria will be invited for a guidance interview, where they will have the opportunity to discuss their course choices. It is imperative that students choose courses that are suitable for them and their interests. This is an on-going process that begins with the guidance interview and is then reviewed at enrolment after the publication of GCSE results.

Students' assessment results are recorded on departmental trackers, and staff complete a progress check 3 times a year to monitor their performance. Students also sit mock exams in February, the data from which informs our interventions and exam entries.

Key Stage 5 Curriculum Model 2016-17 (Option Blocks)

Block A	Block B	Block C	Block D	Block E
Biology BTEC Business Studies Creative Writing Drama History Maths Physics Sociology	BTEC Science Chemistry English Language Extended Project Qualification* Further Maths Health and Social Care Politics Sociology	Art Chemistry Engineering English Language Extended Project Qualification* Higher Sports Leader Award* Music Philosophy and Ethics Physics Psychology	Biology BTEC Sport Computer Science Economics English Literature French Health and Social Care Higher Sports Leader Award* Maths Philosophy and Ethics Photography Psychology	A' Level Business Studies English Literature Geography History Media PE Spanish Extended Project Qualification*

Students can choose either:

- 4 AS/BTEC levels
- 3 AS/BTEC Levels
- 3 AS/BTEC Levels and an EPQ or HSLA

Roles and responsibilities, including processes for curriculum review

a) Leadership Team

- A programme of classroom observation by the Leadership Team
- Student interviews at specified moments throughout the year.
- Regular 'work scrutiny' of students' work.
- Annual surveys of parent and student views on the Academy.
- Curriculum Area Department Profiles to be carried out by the Leadership Team.
- Create opportunities to share identified good practice (staff meetings, INSET days, twilight sessions).
- Ensure that there is access to resources for parents to support their child's learning, and that information about the curriculum is shared with parents on a regular basis.

b) Subject Leaders

- Carry out a curriculum area self-evaluation using the standard SEF pro-forma.
- Ensure that review of curriculum plans takes into account students' views.
- Have full awareness and up-to-date knowledge of curriculum developments, changes and opportunities in their subject area.
- Articulate 'unique selling points' of curriculum plans and what makes learning their subjects special at Abbey Grange Academy.

c) **Teachers**

Base the content of lessons on agreed curriculum plans.

- Reflect on the content and effectiveness of their lessons on a regular basis.
- Plan engaging and inspiring lessons that generate curiosity amongst the students.
- Provide the opportunity for students to reflect upon curriculum plans.
- Ensure that criteria for key assessment tasks are shared with students.

d) **Students**

- Assist in the development of the curriculum through questionnaires, the student council and interviews with different student groups.

e) **Parents**

- Complete questionnaires.
- Form an active partnership with the Academy in promoting their child's learning.
- Where appropriate, attend twilight courses run by the Academy designed to assist parents in supporting their child's learning, for example, 'Moving On Evenings.'