



The Curriculum at St Ivo Academy

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Curriculum intent: aims and purpose

Our aim is to deliver a curriculum which equips young people with powerful knowledge, maximises cognitive development, develops the talent of the individual, and nourishes the whole person. It aims to enable all students to fulfil their potential, seeking to secure the best possible learning, progress, outcomes, experiences and personal development for each young person for whom we have responsibility. Further, the curriculum embraces the Astrea Trust core values of scholarship, curiosity, tenacity, respect and responsibility.

The curriculum seeks to enable the study of powerful knowledge, thereby immersing students in ‘the best that has been thought and said’ to induct them into the conversations of humankind. Education provision should confer the benefits to all, and powerful knowledge ensures that people are not trapped by the limits of their starting points and experiences.

We believe that our intent is best achieved by implementing a broad and balanced, knowledge-rich curriculum, and a strong personal development programme. The subject curriculum is designed to help students understand and make meaning of the world around them, and to take them beyond their everyday knowledge and experiences. Intellectual curiosity and resilience are developed through a curriculum taught by subject staff who impart the powerful knowledge and cultural capital that place students in a strong position to question and debate the world around them.

Our provision is tailored so that all students, whatever their background and ability, can follow suitable pathways, from Years 7 through to Year 13. These aims to maximise their chances to make progress in their learning, and achieve academic excellence and success in public examinations, as well as promoting positive personal development and emotional wellbeing. This will enable them to successfully access the next stage of their lives.

Our curriculum at Key Stage 3 (years 7 to 9), Key Stage 4 (years 10 and 11), and Key Stage 5 (years 12 and 13) is clearly structured, by subjects, and sequenced in a way that ensures systematic and thorough teaching.

All students will study a broad curriculum from Year 7, which includes English; mathematics; the sciences; modern foreign languages; geography; history; art; design technology; food technology; music; drama; dance; computer science; religion, philosophy and ethics; personal, social and health education; and PE. During Year 9, students are given the opportunity to make preferences in optional subjects that will make up part of their GCSE curriculum at Key Stage 4.

Our curriculum is compliant with our duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014: our curriculum is accessible for those with disabilities or special

educational needs and over time increases the extent to which those students participate in the school's curriculum.

In addition to the subject curriculum, we are committed to providing a wide range of extra-curricular and personal development opportunities. Further, we instil in students the need to work hard, be kind, and achieve more, combined with being ready to learn, hold high aspiration, and being responsible, respectful and safe for themselves and others in the community.

The Curriculum: Years 7, 8, 9

For the first three years, Key Stage 3, students follow a broad and challenging academic programme that closely follows the National Curriculum. The programme provides opportunities to develop academic, creative, practical and sporting flair. In Personal Development lessons, students learn about relationships, health and well-being, and living in the wider world, including careers and citizenship, allowing them to participate in democratic society and be responsible citizens. Numbers below indicate lessons per fortnight. Further information about programmes of study can be found on our website:

	Year 7	Year 8	Year 9
English	8	8	8
Maths	8	8	8
Science	7	7	7
Art	2	2	2
Computing	1	1	1
Design Technology (including Food)	2	2	2
Drama	1	1	1
Geography	4	4	4
History	4	4	4
Languages	4 (French only)	4 (French only)	5 *
Music	1	1	1
PE (including Dance)	4	4	3
Personal Development (PSHE)	2	2	2
Religious Education	2	2	2
Total	50	50	50

* Year 9 Languages – 5 hours for 2023-24 only as part of legacy curriculum to allow top sets to take German and French)

The Curriculum: Years 10-11

Our Key Stage 4 curriculum aims to ensure that all students have the opportunity to follow a GCSE pathway appropriate to their abilities, aspirations and interests. We aim to prepare each student for the most appropriate, aspirational and prosperous progression route when they graduate from St Ivo Academy, and as such we recommend students for one of four pathways to help guide their GCSE subject choices. Using progress review data and prior attainment data from primary school, each student will be selected who either:

- is strongly recommended to follow the EBacc pathway (history or geography plus a language), with the possibility of Triple Science. This will be the pathway for the majority of students.
- is strongly recommended to follow the Ebacc pathway.

- can choose to study either a humanity (history or geography) or a language, plus other options including Triple Science.
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Personalised forms accompany the Year 9 Preference booklet.

All students study the following core curriculum (lessons per fortnight):

- English – Literature and Language (9)
- Mathematics (8)
- Science – Combined (9) or Triple (as above – 9 + 5) (in Year 11 2023-24 Combined Science has 10 lessons)
- Physical Education (non-examined – 2 lessons)
- Personal Development (non-examined – 1 lesson)
- Religious Studies (non-examined – 1 lesson starting in Year 10 2023-24)

Subject Preferences (5 hours per fortnight):

To qualify for the EBacc, the majority of students **must** choose one from Geography or History **and** one from French or German.

Other subjects for Year 10 2023-24:

- Art - Fine Art
- Art - Textiles
- Child Development
- Computer Science
- Food Preparation and Nutrition
- Dance
- Drama
- Film Studies
- Music
- Physical Education
- Product Design
- Religious Studies (Ethics)
- Sport

Courses are subject to annual review, and may not run if numbers are insufficient.

Outside regular curriculum time students have opportunities to obtain accreditation for additional subjects and programmes including Further Maths. In Year 10, all students benefit from a two week work experience placement.

The Curriculum: Years 12 and 13

Entry to courses at St Ivo Sixth Form is subject to meeting the published entry requirements which are detailed in the Sixth Form prospectus. All entry requirements are reviewed annually. Courses may not run if numbers are insufficient. For the September 2023-24 cohort, students who do not achieve a grade 4 in English and/or Maths are required to resit these. From 2024-25, students will require grade 5s for entry to Sixth Form.

Sixth Form level 3 courses are taught for 10 lessons a fortnight as standard. Subjects currently offered include:

- Biology
- Business Studies
- Chemistry
- Drama & Theatre
- Economics
- English Literature
- Ethics, Philosophy & Theology
- Film Studies
- Fine Art
- Food Science & Nutrition
- French
- Further Maths
- Geography
- German
- Health and Social Care
- History
- Information Technology
- Law
- Maths
- Media Studies
- Music
- Photography
- PE
- Performing Arts: Dance
- Physics
- Politics
- Product Design
- Psychology
- Sport (double)
- Textiles & Fashion

Additional Qualifications and Awards

Our enrichment offer to students in the Sixth Form includes the Extended Project Qualification (EPQ) to support their application to university, reading buddy scheme, clubs and societies and student leadership opportunities. There is also support and guidance for future pathways including university applications and apprenticeships. Some students undertake work experience placements as part of or to supplement their courses.

Full statement

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In addition to the subject curriculum, we are committed to providing a wide range of extra-curricular and personal development opportunities. Further, we instil in students the need to work hard, be kind, and achieve more, combined with being ready to learn, hold high aspiration, and being responsible, respectful and safe for themselves and others in the community.

Curriculum design principles

- Curriculum design involves an ongoing process of development. This is the responsibility of all teaching staff, led by subject leaders and overseen and supported by senior leaders and Trust leaders, through the allocation of sufficient time and resources for evaluation.
- 7-year curriculum pathways, from Year 7 to Year 13, which are clearly defined to enable progression, including substantive and disciplinary knowledge over time.
- A curriculum which encourages both breadth and depth, throughout all courses, with an appropriate allocation of learning time.
- Pedagogy which instills a powerful combination of both knowledge and skill, thus equipping students for aspiration and success in their learning and future lives.
- A curriculum design which encourages students to acquire, retain and effectively utilise knowledge during their 7 year journey and beyond.
- Communicates the value of powerful knowledge as a worthwhile goal in itself;
- Ensures that knowledge is sequenced and mapped coherently;
- Planned as part of a coherent long-term curricular journey in each subject discipline;
- Understands the interrelationship between different scales of curricular planning (individual lesson, lesson sequence, year, Key Stage);
- Recognises that learning is only possible where material is stored in the long-term memory and plans sequences of lessons that attend to that;
- Recognises that the curriculum is the progression model;
- Pursued through subject communities and networks to enable support and challenge for our teachers in order to blend the teaching of school subjects with sound academic and pedagogical practice, and up-to-date educational research;
- Promotes opportunities for links between subjects;
- Creates an aspirational high achievement culture which enables all students to strive for success;
- Develops our students to understand the world around them, so they are able to make a positive contribution to modern British society.
- Appropriate time is given to reading, literacy and numeracy to ensure that all students can access the full curriculum and have the essential skills needed for life.
- Vocabulary development in the curriculum contributes to improved oracy and literacy outcomes, ensuring students use spoken and written language to communicate effectively.
- Recognises that the purpose of formative and summative assessment is different and both types should be planned across the curriculum. It uses a range of formative and summative assessment that is appropriate to each subject, thereby allowing teachers and parents to monitor students' learning.
- Time is invested in a comprehensive programme of trips, visits and extra-curricular activities including sport, music, dance, drama and STEM activities. There is support for homework and supervised study in the Resource Centre.

Teaching and Learning Principles

The teaching and learning of the curriculum is supported through following: The Astrea Way: Principles of Teaching.

Drawing on the cognitive science of how students learn, Rosenshine's Principles of Instruction, Lemov's Teach Like A Champion (TLAC) and other evidence-informed professional knowledge about highly-effective practice, our vision for great teaching – 'The Astrea Way' – is based on the principles below. These principles are not specified practices for individual lessons; but will typically be found in the most successful sequences of lessons across all the Astrea academies. These context-free principles allow teachers of different subjects in different phases to adopt a common language, engage in dialogue and develop a shared understanding about 'what works' in the classroom so that students' curriculum entitlement can best be achieved. Teachers will enact these principles in their own contexts so that the specific techniques adopted are highly attuned to subject distinctiveness.

1. The curriculum is the progression model.

The distinct nature of each subject informs the decisions made about what to teach, when and how to teach it. All teachers in every lesson are clear about: 'Why this? Why now?' Students are given the 'Big Picture' and prior knowledge is stimulated by connecting the learning for the current lesson to previously learnt material. Links to relevant and prerequisite knowledge are made explicit. Activating prior knowledge helps students to focus on the 'Velcro' knowledge that they need to stick new knowledge to and recalling things from memory makes this knowledge more memorable in the future. Lesson planning is driven by rigorous learning objectives that define with precision what students will know and be able to do, to ensure knowledge-rich and mastery teaching and learning. Teachers make the learning objectives clear to students through accessible explanations and through regular reviews of progress.

2. A strong classroom culture allows students to thrive.

A classroom culture of high behavioural and academic expectations is essential in creating an atmosphere in which students will thrive and flourish. We believe that using the TLAC 'Warm-Strict' approach allows us to build positive professional relationships with students whilst ensuring that learning is prioritised. Students will work purposely and calmly; when required they work independently and, as a default in lessons, in silence unless otherwise directed by the teacher. Polite, respectful behaviour is expected of all students and staff. The use of clear instructions, consistent routines and the effective use of academy policies for behaviour and reward all help to establish and maintain positive, trustful relationships and build a culture of hard work, kindness and an aspiration for excellence.

3. Explaining and modelling enables students to know what success looks like.

Teachers will use a rich repertoire of techniques, using the principles of explicit direct instruction, to explain content, concepts and processes and closely guide students' learning. Regular use of worked examples and modelling helps demonstrate what success looks like and ensures students understand the steps needed to achieve success for themselves. Live modelling is enhanced using a visualiser. Over time, students move from fully worked examples and models, to co-constructed and partially worked examples and onto independent practice (backwards fading).

4. Sequencing and scaffolding support students' access to learning.

Teachers sequence the content and learning tasks in lessons and use scaffolds to make tasks accessible to all. Teachers use the principles of explicit direct instruction to deliver the intended curriculum in an efficient way, respecting cognitive load theory, and the limits on working memory. New learning builds on prior learning; it is introduced in small steps and is sympathetic to the demands of working memory. The structured help enables students to eventually work on their own; teachers know when to remove scaffolds and adapt their approach so that students move towards more independence practice when they are ready.

5. Regular practice prepares students for success.

Students develop fluency and confidence in their learning through engaging in regular, repeated practice. Teachers closely supervise and monitor students' performance during regular guided practice and they provide opportunities for students to practise independently. Guided practice motivates students through high success rates and minimises misconceptions forming. Independent practice ensures students draw on their long-term memory and apply their learning.

6. Frequent retrieval practice secures students' fluency.

A key aspect of securing pupils' ability to store and retrieve information from their long-term memory is regular, low-stakes, retrieval practice. All students engage frequently in a variety of forms of retrieval both inside and outside lessons, such as quizzing, creating diagrams, knowledge maps or summaries from memory; these have a high threshold of success and are easily checked for accuracy, so gaps are identified and addressed. Lessons routinely begin with a 'Do Now' spaced retrieval activity. Daily, weekly and monthly reviews of prior learning allow for spaced retrieval practice and improves students' storage and retrieval strength, builds well-connected schemata and reduces cognitive load when applying learning.

7. Responsive teaching relies on regular checks of students' understanding.

Teachers use a range of methods to check for understanding and provide feedback, responding by adapting teaching to support and extend students' thinking. It is important to use 'census' checking for understanding techniques as much as possible e.g. Show Me (using MWBs), rather than just relying on 'sampling' techniques that do not check the understanding of all students. The responses of all students are checked to gauge when and if students are ready to move on. Questioning techniques are used to elicit evidence of how well students are learning, to track and probe thinking and pinpoint misconceptions and misunderstandings.

8. Teachers provide feedback that moves learning forward.

Feedback secures students' learning by supporting their understanding of how to improve, closing the gap between where they are and where the teacher wants them to be. Feedback that moves learning forward is both efficient and effective: it is clear, timely, focused, and actionable and should result in more work for the students than the teacher. A variety of techniques are used to provide feedback, including live marking and whole-class feedback, which reduces teacher workload and supports a timelier feedback and improvement cycle.

9. Assessing student learning at the end of a lesson allows teachers to respond accordingly.

Teachers should know by the end of each lesson how much of the intended curriculum has been learnt. Students should be able to explain clearly what they have learned in the lesson/sequence of lessons, not what they did. At the end of the lesson, the key learning from the lesson should be reviewed using techniques such as TLAC Show Me, Call and Response, Cold Calling, No Opt Out, Exit Ticket - allowing the teacher to assess how much of the content the students have understood. This also helps to strengthen memory and support more fluent recall. This information feeds into planning for future lessons. Lesson conclusions are also used to make links to prior and future learning.

10. Teachers meet the needs of all students, providing both access and challenge.

Highly responsive teaching, as outlined in the principles above, ensures that the needs of all students are appropriately met, including those with SEND and vulnerable students. Good teaching for SEND students is good teaching for all students. The deployment of additional support and intervention is well focused and results in the elimination of attainment gaps. Teachers know their students' support plans and use agreed strategies to meet their needs and ensure the curriculum is for all. All teachers take responsibility for promoting and helping improve students' literacy and numeracy skills.

Glossary

Pedagogy: Methods teachers use to teach material in lessons.

Metacognition: An awareness of how people learn/think.

Formative feedback: Feedback that informs the pupil about what they have done well and what they need to do next.

Summative assessment: Assessment that tells pupils what they have attained at a point in time e.g. an examination or test result.

Responsive feedback: Feedback that enables and encourages pupils to respond/ act upon the feedback to develop their understanding.

Long-term memory: Material that is stored for long periods of time. This material can be recalled when needed, even if it is not used every day.

Subject disciplines: The structure of each subject truth- how they are organised and the basic principles upon which the subjects' truths are based upon.

Interdisciplinary Connections between distinct subjects. These relationships show how subjects might relate to and support each other.

Subject domains: A wider scope of the subject discipline, rather than being solely limited to an examination specification or test.

Cognitive: The science of how people think and learn.

The Curriculum: Years 7, 8, 9

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- Art - Textiles
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- Computer Science
- Food Preparation and Nutrition
- Dance
- Drama
- Film Studies
- Music
- Physical Education
- Product Design
- Religious Studies (Ethics)
- Sport

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| • Business Studies | • Film Studies |
| • Chemistry | • Fine Art |
| • Drama & Theatre | • Food Science & Nutrition |
| • Economics | • French |
| • English Literature | • Further Maths |

- Geography
- German
- Health and Social Care
- History
- Information Technology
- Law
- Maths
- Media Studies
- Music
- Photography
- PE
- Performing Arts: Dance
- Physics
- Politics
- Product Design
- Psychology
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