

# Caistor Yarborough Academy Curriculum Intent

The Curriculum Intent at our Academy has been designed in consultation with staff and students. The following attributes were unanimously identified as being essential to develop in our young people to enable them to make informed and ambitious choices about their future so they can lead full and fruitful lives in the modern world.

Our scheme of learning is student centred and outcome focused. It is designed to ensure that all our learners increase their opportunities and life chances in preparation for life beyond Caistor Yarborough Academy while crucially making progress in line with national expectations.

Key stage 3 is delivered over 3 years enabling students to access a broad and balanced curriculum, equipping them with the skills and knowledge required for all learners to succeed. The curriculum is sequenced to accelerate progress in the first stage of their journey at Caistor Yarborough Academy. Core subjects start to prepare students for their Key Stage 4 journey in year 9 and all students make their option choices at the end of year 9. A range of GCSE and vocational subjects are on offer to best meet the needs of the particular cohort.

Through quality first teaching and out of lesson experiences, we ensure that learners become:

- Globally Aware



“How is this helping me understand the world around me and how it is changing?”

- Culturally Aware



“How is this helping me understand other cultures and my locality?”

- Self-Aware



“How is this helping me understand my emotions, my body, my actions?”

- Work Ready and ambitious



“How is this preparing me for the next stage of my life?”

# Caistor Yarborough Academy Curriculum Implementation

The curriculum intent cannot be delivered wholly in 25 lessons per week. Other key parts of the implementation of our overall intent are:

**The House system.** Students 'belong' to Newton, Jennings, Tennyson or Fisher House and develop many of the skills and attributes that are integral to our intent through House assemblies, Inter House Sports, House debates and House Charity events.

**The extra-curricular offer.** Students have access both in Academy time and after, to a vibrant programme of extra-curricular activities including residential.

**Personal development.** A comprehensive PSHE programme is in place which is delivered through lessons, tutor time, assemblies and Enrichment week.

**Learning and Teaching.** Heads of faculties are responsible for driving pedagogy within each curriculum area. The Academy has rigorously adhered to its philosophy of having subject specialists delivering high quality and accurate content and skills. Where it is not possible to have subject specialists, senior leaders ensure there is appropriate and rigorous provision for upskilling staff.

## Lessons should:

- Be clearly focussed on delivering the precise intent of the faculty and linked to the Academy intent.
- Be coherent and sequenced, with no jumping around topics without reason.
- Promote good oracy, literacy and discussion.
- Include regular use of 'Purple Zone' activities to build resilience in learners and enhance their ability to tackle more difficult questions.
- Provide opportunity for regular feedback, be it written, verbal, peer or self.
- Provide students with appropriate opportunities to review, reflect and improve their work.
- Have a range of assessment strategies, to include frequent short knowledge recalls along with summative, formative, formal and informal strategies.
- Regularly involve the use of formative assessment techniques to improve student outcomes.
- Use a wide range of resources including appropriate textbooks / academic journals to promote the Academy drive to support reading across the curriculum.
- Never allow misconceptions to go unchallenged and regularly address gaps in knowledge.
- Allow time for all work to be fully completed.
- Avoid time filling activities but rather be focussed on pace and challenge.
- Be responsive and adapt to the needs of the class.
- Use planned and effective questioning techniques that encourage deep thinking.

# Caistor Yarborough Academy Curriculum Impact

## **Assessment**

Students will have three formal progress checks each year (once approximately every ten weeks). Teachers will use a range of information – classwork, homework, topic tests, mid and end of year exams, contributions in lessons etc to ascertain where students are currently working and a prediction for the end of KS4 national tests in terms of the 9-1 GCSE gradings. Students are typically expected to progress one GCSE grade per year. Students are tracked against their target grades which are set using KS2 data and FFT to ensure that they make expected progress or above in all subjects.

## **Reporting**

Parents will receive 3 Progress Reports per academic year.

At KS3 this will indicate a predicted end of KS4 band and will state whether the student is working above, at, towards or below expected progress. It will also give information about the students Attitude to Learning (A2L).

At KS4 this will include a predicted grade for the end of year 11 and also a current Working at Grade and A2L information.