

CURRICULUM STATEMENT

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CURRICULUM STATEMENT

Our Vision and Aims

St Andrew's Academy is a special school for 11-19 year olds, with an attached residential unit, located in Breadsall Hilltop, Derby. We are an inspirational community where we take care of each other, enjoy learning and work hard to achieve our goals.

We offer a rich, varied, ambitious and carefully researched curriculum that prepares our students for adulthood. Each student follows a bespoke learning journey according to their developmental stage of learning. EHCP targets for our students are skilfully integrated and taught throughout the day. According to Ofsted (July 2024):

“The school’s curriculum is ambitious. It is designed to meet pupils’ individual needs and provides a broad and enriching experience for them.”

As well as specific subjects, the Learning for Life Skills, taken from the World Health Organisation’s ‘Skills We Need to Live a Healthy Life’, are identified and woven throughout the curriculum. These can be viewed within specific curriculum documents. British Values of Democracy, Individual Liberty, Tolerance, Respect, Responsibility and the Law underpin the teaching and ethos of the staff and students at St Andrew’s Academy. There is also a strong focus on Spiritual, Moral, Social and Cultural (SMSC) education throughout the school year.

According to Ofsted (July 2024):

“The ‘Learning for Life’ programme provides some excellent opportunities to prepare pupils for life beyond school. Staff have high ambitions for all pupils and want the very best outcomes for them.”

“All pupils are given many rich experiences that develop their ‘Learning for Life’ skills, such as problem-solving and decision-making. Pupils are very visible and active in the local community, including working in two local cafés.”

“Older students on the senior site benefit from a high-quality curriculum that helps to make them ready for their adult lives. Staff provide access to high-quality careers education, information and guidance. There are extensive opportunities for work experience with a network of employers and taster days at colleges. Students speak enthusiastically about how much they have gained from these experiences.”

Students are provided with diverse opportunities to develop and understand their strengths, show preferences and make informed choices. We build on each student's prior knowledge and understanding, as well as raising their aspirations and confidence. We are ambitious for our young people and want them to achieve the highest possible degree of personal independence. We believe in preparing all of our students for a smooth transition into life after school, where we want them to live purposeful, fulfilling lives and be active participants in, and contributors to, society. Our school motto is:

“Learning Together, Achieving Together.”

Our curriculum is constantly evolving, which enables us to take advantage of any new, relevant and aspirational learning opportunities for our young people, including extra-curricular activities, work placements and residential trips.

Values: **Aspire, Respect, Trust**

To achieve this we aim to:

- Innovatively deliver a curriculum to meet the needs of every learner.
- Respect the voice of everybody in our school community.
- Provide the foundations for all students to flourish and lead fulfilling and purposeful lives beyond St Andrew's Academy.
- Build strong, caring relationships based on mutual trust and respect.
- Establish and utilise links with the wider community.
- Encourage everybody to be proud of themselves and what they achieve.
- Inspire, create and have fun!

Equal Opportunities

Our aim is to provide an environment in which our students are secure and confident irrespective of race, gender, religion, sexual orientation, sexual identity or disability, with equal opportunities for all. Our aim is to provide a high-quality, personalised education, which enables all our students to reach their full potential and to develop a positive and resilient attitude towards lifelong learning.

Organisation and Planning

At St Andrew's Academy we have developed an exciting, innovative and age-appropriate curriculum that **starts with the end in mind**. For each of our students we consider the journey they are on towards adulthood and life after St Andrew's Academy.

In Key Stage 3, most students follow a 1-year programme in Year 7, giving the students time to settle in and build on essential basic skills, and then move to a 2-year rolling programme in Years 8 and 9. Students in our complex learner classes follow a 3-year rolling programme, each year starting with a 'Welcome to School' topic. This allows for any new students into the Department to be baselined thoroughly, as well as giving opportunities for settling in properly, creating routines, and building relationships, which is especially important for our complex learners. Topic choices are taken from the KS3 National Curriculum and adapted in order to be relevant, interesting and allow the teaching of knowledge, skills and attitudes. Classes are mixed ability, with students being grouped according to need within the class. They are taught primarily by their Class Teacher.

In Key Stage 4, students also follow a 2-year rolling programme. Again, students are generally taught by their Class Teacher. The complex learner classes follow a similar programme, but the content and planning is adapted to make it relevant and meaningful, giving more time to consolidate the skills they need to learn.

In Key Stage 5, students follow a 3-year rolling programme. Instead of being class-based they are organised into smaller groups. This enables them to access work placements and off-site learning more effectively. They are also able to work with other students of a similar ability, whose future prospects after St Andrew's Academy are likely to be the same. Our Campus students are taught by a different Teacher for each subject, which is the same as a mainstream Sixth Form College. Our complex learners in Key Stage 5 continue to be taught in smaller groups and follow an adapted version of the main FE curriculum to meet their individual needs.

All Learning Outcomes are personalised and related to an individual's Educational Health and Care Plan (EHCP).

Progression

Our curriculum identifies and tracks individual progression from Key Stage 3 to Key Stage 5, which is highlighted in individual subject area overviews. These overviews chart the development of skills and knowledge in a sequential manner and also consider the consolidation across themes for the students for whom this is a more appropriate way of learning.

At Key Stage 3 students need to have a wide range of experiences and chances to build on current skills, in order to make informed decisions about their lives and education in the future. This is essential as students move through the Key Stages into adulthood. In Key Stage 3 students have a broad, balanced and aspirational curriculum which has been designed with the end in sight. Students are introduced to the World of Work, develop key academic skills (including Reading and Number), they learn about themselves as developing individuals, as well as members of their communities.

The Key Stage 4 curriculum focuses on applying the six Learning for Life skills across the year, with subject teaching supporting the development of these, so that they are skills that our students can acquire, practice and apply. The curriculum stems from the core set of skills that are at the heart of skills-based initiatives for the promotion of health and well-being of children and adolescents, as outlined by the World Health Organisation. These are: Critical Thinking and Problem Solving; Empathy; Creative Thinking; Decision Making; Self-Awareness; and Coping with Emotions and Stress. These skills enable our students to adapt and deal effectively with the demands and challenges of life as they progress.

At Key Stage 5, the Inspiring Futures FE Curriculum is designed to reflect the changing expectations of our students as they progress from pre-16 to post-16 education. Emphasis is shifted from a concept driven model of delivery, in which content is taught and knowledge generalised through discrete lessons, towards a context driven model, where students are provided with structured learning opportunities to apply their existing skills and knowledge within a range of different functional situations and scenarios. Through utilising this approach, students are able to exhibit and nurture their level of independence, allowing them to become active and valuable participants in everyday society. We truly want all of our young people to be inspired about what the future may hold for them.

This focus on 'Skills for the Future' is integral to the learning our students undertake, and the whole curriculum has been mapped to facilitate this. This means that some aspects of learning are delivered and tracked right through from Year 7 to Year 14, whilst other learning opportunities may only be utilised when students move into FE. This approach ensures that all students are equipped with a broad foundation of skills and knowledge, but it also encourages choice making and ownership of learning as the students grow older.

Monitoring

The Headteacher has responsibility for the leadership of the St Andrew's Academy's curriculum, in partnership with the Assistant Head. The Senior Leadership Team co-ordinates the work of the Subject Teams and ensures that the curriculum has progression and appropriate coverage. Within each Subject Team there is a Subject Lead, who is responsible for the allocation of resources, training needs and for purchasing resources in partnership with the Heads of Department. Subject Teams have representation from each age phase and will support colleagues to implement a creative and informed curriculum. Academy staff have opportunities to attend relevant and specialist training as required.

Assessment

All students entering St Andrew's Academy undertake baseline assessments for English, Maths and PSHE. These assessments are used to inform teaching, planning and levels of challenge for each student from Years 7-14.

They monitor progress of a skill through six stages:

Demonstrated (D)	Direct Model (D/M)	Direct Prompts (D/P)	Indirect Prompts Used (I/P)	Assisted Reading (A/R)	Independent (I)
An adult demonstrates how to answer the question with little or no input from the student.	An adult uses direct modelling to help the student progress through the question-eg, "does this one-match the number", "now we add together", "we put our answer here."	An adult used direct prompts, (verbal and non-verbal) to help the student progress through the question-eg "Shall we use a number line?", "Do you think we need to count?", pointing to, tapping on focal point.	An adult used indirect prompts (verbal and non-verbal) to help the student progress through the question-eg "what should we do?", "now what?", expectant facial expression, questioning with hand and body gestures.	An adult helped the student read the question but thereafter the question was understood and completed independently by the student.	The question was read, understood and completed independently by the student.

Teachers use these stages to set and review targets throughout the school year and to record progress. This data is then analysed to show trends. In addition, students are closely tracked against their EHCP Outcomes and any additional individual targets. When students go into our Further Education Department in Year 12, they use the St Andrew's Frameworks to inform their personalised curriculum offer within the FE Scheme of Work, which is distinct and different from Key Stages 3 and 4.

Executive Functioning

The complex learners' Scheme of Work is assessed against our executive functioning skills frameworks. Students have individual learning outcomes linked to all areas of the curriculum and to their individual EHCP Outcomes. Progression is assessed against the acquisition and adaptability of being able to demonstrate executive functioning skills, not only against a wide range of curriculum based activities and learning, but also where students demonstrate the ability to transfer these skills to learning in the local and wider community.



Throughout the Academy, individual targets and learning objectives are shared with all students, using accessible communication approaches. All targets set are clear, measurable and personalised for each student. Teachers moderate their assessments on the Evidence for Learning App, to ensure a fair, consistent and accurate approach is being carried out. Targets are regularly monitored by Teachers in collaboration with the Senior Leadership Team.

Collecting Evidence

1. Evidence of the learning journey for each student may be recorded in exercise books or individual work folders.
2. Evidence of progress across all subjects, in addition to individual outcomes from students' Education, Health and Care Plans, is captured and recorded on the Evidence for Learning App and shared with parents/carers.
3. At the end of each school year, each student receives an End of Year Report which summarises their experiences, achievements and progress through the year in all areas of school life.

Accreditation

At St Andrew's Academy, we strongly believe that everything we teach has to be purposeful and meaningful to our students as they become young adults. We also believe that all of our students' accomplishments should be celebrated as much as possible.

Much external accreditation is of limited value to our students when they leave St Andrew's Academy, so we concentrate on those that can be adapted to reflect their achievements and the skills they have developed.

Students in Key Stage 3 take part in the JAS Award and start with bronze when they enter school. Silver and Gold can be achieved as they move through KS3 and KS4 when appropriate.

Students in Key Stage 4 and Post-16 also have the opportunity to take part in the Duke of Edinburgh Award, which is carefully adapted to be as inclusive as possible so that students can take part to the best of their ability.

In summary, students leave with a portfolio of their own personal achievements, as captured on the Evidence for Learning App. These may include the Duke of Edinburgh Award and our own Learning for Life Awards, which have been written to celebrate what each individual student has achieved.

This statement needs to be read in conjunction with the following Academy practice guidelines and documentation:

- Equality and Diversity Plan.
- Social, Emotional and Mental Health including Relationships and Sex Education.
- Special Needs.