

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. Preparing our students for lifelong learning underpins the entire curriculum. Students are provided with diverse opportunities to develop and understand their strengths, show preferences and make informed choices. Our curriculum is constantly evolving, which enables us to take advantage of any new, relevant and aspirational learning opportunities for our young people.

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 ASC and Personal 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 ASC and Personal Learner students. 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 ASC and Personal 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 ASC and Personal 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).

As well as specific subjects, The World Health Organisation's 'Skills We Need to Live a Healthy Life' are identified and woven throughout the curriculum and 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.

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 six skills concepts across the year, with subject teaching supporting the development of these, so that they are taught as abilities that our students can acquire and practice. 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, using the St Andrew's Frameworks, which have been written by the Teachers and adapted to meet the needs of each student. These assessments are used to inform teaching, planning and levels of challenge for each student from Years 7-11. They monitor progress of a skill through five stages:

- Awareness and Interest.
- Supported Participation.
- Development.
- Active Participation.
- Consolidation/Generalisation.

Teachers use these to set and review targets throughout the school year and to record progress against targets. 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 starting point with the FE curriculum, which is distinct and different from Key Stages 3 and 4. Students in FE are focusing on the Skillsbuilder Framework, to track progress of key skills across their curriculum.

Throughout the Academy, individual targets and learning objectives are shared with all students, using accessible communication systems. 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 and reviewed by the Senior Leadership Team each term.

Collecting Evidence

1. Evidence of the learning journey for each student in Maths and English is recorded in the student's exercise book in Key Stages 3 and 4. In the Further Education Department, folders of evidence are collected and the Skillsbuilder Framework is used to record progress in core skills across all subjects and areas of the FE curriculum.
2. Evidence of achievement of an intended learning outcome is captured and recorded on the Evidence for Learning App for each student.
3. Evidence for attainment of the short term targets from the Education, Health and Care Plan are also recorded on Evidence for Learning.
4. 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 4 and Post-16, as well as our Residential Department, are entered for AQA Unit Awards at a level to reflect their abilities. These can be awarded in any area of the curriculum and are completely person-centred.

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

In summary, students leave us with a portfolio of their own personal achievements, as captured on the Evidence for Learning App, as well as some AQA Unit Awards, and the Duke of Edinburgh Award.

At St Andrew's Academy, we continue to research and explore meaningful qualifications such as basic First Aid, Food Hygiene and Financial Capability.

Throughout their education at St Andrew's Academy, students are supported and encouraged to self-assess their work and achievements. Evidence of progress is contained in an individual's learning journey using all the methods described.

The Academy Councillors have a monitoring role for the Curriculum, Assessment and Standards.

Reporting

In line with DfE statutory guidance, Teachers provide a written report to parents/carers demonstrating progress towards EHCP Learning Outcomes. They also receive an Annual Report charting experiences, success and achievement. The Academy also holds parents' evenings and staff communicate at least weekly, sometimes daily, via diaries or telephone messages, as well as via the Evidence for Learning App, where videos and photos are shared with families.

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.