

Shirebrook Academy Curriculum Statement 2021-22

Shirebrook Academy Mission Statement

Shirebrook Academy aims to be

“A community of inspiration, excellence and opportunities for all to grow”

According to an African proverb, *‘it takes a whole village to raise a child’*. Similarly, it takes a whole school to educate a child with everyone in the school community playing a vital role. Educating a child is a collective endeavour, we stand and fall as a team, we celebrate each other’s success and we take collective responsibility and support each other when we fail. So, the chief responsibility of everyone at Shirebrook Academy is to make sure that every student has the best possible experience of school and is able to be the best that they can be.

That means placing equal value on all the different aspects of a good education.

Good qualifications are obviously vital for a young person’s future, they are the keys that open doors to further and higher education and employment.

But we strongly believe that education is about much more than passing exams. It is about **developing skills** that we need at work and for future study – communication, teamwork, problem-solving, organisation, self-discipline, leadership.

It is developing a **love of learning** that will last a lifetime, approaching learning with a **‘growth mindset’** that makes us see mistakes and failure as a natural part of learning.

It is about fostering the **values and character traits** that make us fully rounded adults who make a positive contribution to our community – kindness, compassion, courage, honesty, integrity.

It is about learning how to live a **healthy, happy and fulfilling life**. Planning for the future and taking control of our own life.

It is about making the most of experiences, **broadening minds & developing interests** in the world around us – that might be sport, music, art, theatre, foreign travel, charity work – doing things we have never experienced before and might not get the chance to experience if not through school.

To fulfil this educational vision every member of Team Shirebrook pulls together in the same direction, certain of our goals and confident in our ability to achieve those goals.

We are all leaders, we are all learners and we are all valued members of this *“community of inspiration, excellence, and opportunities for all to grow”*

These values are the foundation for our curriculum intent

The Shirebrook Academy Curriculum

Rationale

Our curriculum is driven by our values and underpinned by the needs of our community. We serve a proud and close-knit community that places a high priority on loyalty and character values.

The community ranks in the bottom 10% in the UK for deprivation according to the IDACI index. It is geographically isolated and transport links to larger towns and cities are poor. The percentage of families with experience of higher education or with level 3 or higher qualifications is well below the national average. The proportion of disadvantaged students and those with Special Educational Needs is around double the national average.

This context and our knowledge of the barriers faced by some children growing up in economically deprived areas have led us to develop a curriculum that seeks to enrich lives, build community and inspire all young people to take control of their lives and create opportunities for themselves to thrive. Our curriculum is designed with the intention of empowering our students to see beyond the everyday and make meaning from the world. To build knowledge, skills, techniques and cultural literacy that will enable them to make positive choices about their futures and the future of their community.

In support of this goal, we ensure that all students study the full national curriculum across all three years of Key Stage 3.

The curriculum is knowledge structured over time and access to that knowledge is underpinned by fluency in reading and writing.

A knowledge-rich, and intellectually challenging English curriculum provides our students with the knowledge, language, and grammatical skills to converse intelligently with the widest range of people possible. Our aim is to instil students with a love of reading and writing, as well as the disciplinary knowledge required to be fluent and confident readers, writers and speakers.

Similarly, mastery of mathematics is fundamental to success in study, life and work. Our maths curriculum prioritises fluency in number skills and operations in Year 7 as a foundation for success across all aspects of mathematical challenges, problem solving and logical application of knowledge gained via a spiral approach in which key concepts are revisited and applied in different contexts.

Science at Shirebrook Academy aims to develop students' curiosity and understanding of the world around them. Studying science enables students to explore their place, impact and responsibilities within society. Our science curriculum focuses on working scientifically and building the skills, academic vocabulary and knowledge to problem solve and evaluate evidence scientifically.

Our computing curriculum introduces all students to computational thinking and supports them in building knowledge of programming and the safe and effective use of information technology in a range of contexts. In this way students are prepared for future study, the workplace and to take their place as active citizens in a digital world

Almost all students study two languages, Spanish and French throughout Y7-Y9 with the aim of not only developing their knowledge and skills as foreign linguists, but to develop their grammatical understanding of English and to expose them to other cultures beyond their immediate experience. A programme of financially subsidised visits to France and Spain, a French exchange programme and

the systematic use of authentic resources support the richness of this experience. A small number of students study only one language and benefit from additional literacy lessons with a view to improving their reading and writing fluency.

Through the study of Humanities students develop detailed knowledge, critical skills and an analytical frame of mind with the aim of becoming well-rounded citizens of the world. In Year 7 students study the three Humanities subjects of History, Geography and Religious Studies (Philosophy & Ethics) with the same teacher in a bloc of four lessons in the same classroom for one morning per week. Students then study geography, history and philosophy and ethics as distinct subjects in years 8 and 9. This model provides a bridge for students between their experience of learning predominantly with one teacher at primary school to a subject specialist model at the Academy. It also facilitates a strong programme of educational visits and visiting speakers in Humanities to enrich our students' experience beyond their immediate lives.

All students study Music and Art throughout KS3 and are taught to analyse outstanding examples of work, to build knowledge of and take inspiration from the greatest artists and musicians, to develop their own skills as artists and musicians, to perform, experiment and create. Regular cultural visits and opportunities to perform and exhibit are integral to the curriculum.

All students study Physical Education for 2 and a half hours per week during Key Stage Three ensuring they exceed their minimum entitlement. This enables students to be physically active, to develop knowledge and transferable techniques in a range of sports and activities, to learn about the importance of a healthy lifestyle, to understand rules and tactics, to experience competition and winning and losing, to develop team work, leadership and communication skills, to work towards personal improvement goals.

All students study Design & Technology for two periods per week at Key Stage Three. Each year is broken into four units with specialist teaching in food, textiles, timbers and papers and boards. The aim of Design & Technology is to develop skills for life and for employment building technical knowledge and skills which can be applied to the process of design, making and evaluation.

Shirebrook Academy places a high priority on the development of all students into fully rounded, confident, healthy and safe adults. Form Tutors meet with students for 25 minutes each morning, building up strong relationships, preparing for the day ahead, communicating key messages, reinforcing our character values and expectations and supporting students to develop their literacy, numeracy and metacognitive skills.

Our Personal Development curriculum encompasses PSHE, Citizenship, Careers and RSE and is taught by form tutors for one period per week in Years 7 to 10 plus five dedicated days for all year groups. The Personal Development curriculum is also taught through form time activities and assemblies.

At Key Stage 4 we enable students to select four optional subjects for examination on top of the core of English, Maths and Science. This enables students to pursue their individual interests whilst maintaining academic rigour. All students are able to study the EBACC suite of qualifications and this is the expected pathway for at least 35% and 40% of students.

Students in KS4 maintain a programme of 2 periods of Physical Education and a full programme of Personal Development encompassing PSHCE and RSE. These programme are a vital part of our students experience and are not sacrificed for examination cramming.

Some students may study Foundation Learning. Foundation learning is to ensure that students who enter Shirebrook Academy with literacy skills below age related expectations make rapid progress. The aim is to close knowledge gaps, develop a passion for reading and improve confidence in the ability to learn. The main focus of KS3 foundation lessons is improving reading ability – in particular reading fluency and comprehension.

A small number of students will continue with foundation learning lessons into KS4. These sessions will continue to build on skills from KS3 but will be more closely linked to the GCSE English and Maths programmes of study.

The Grow curriculum (Grow3 at KS3 and Grow4 at KS4) is a curriculum pathway for students in need of social, emotional and/or behavioural learning support. This curriculum provides further enrichment for students alongside the curriculum entitlement for all, helping students to develop holistically as young people who are successful in school and beyond. As the name suggests, Grow is predominantly based around horticulture and landscaping and includes the development of skills that are transferable to all workplaces. For example, there is a strong emphasis on health and safety and personal and social development. Students studying Grow4 work towards the achievement of AIMS Awards in addition to 8 GCSEs

Intent:

- 1.** To support students to lead physically & mentally healthy, happy and fulfilling lives, to stay safe and make informed choices.
 - 2.** To ensure equality of opportunity to educational experience so that no student is disadvantaged due to their family's economic situation, their gender, sexual orientation, ethnicity, special educational need or disability.
 - 3.** To broaden students' minds and develop interest in life beyond their immediate environment and experience
 - 4.** To challenge students to be ambitious for themselves and their community
 - 5.** To prepare students for life, learning and work beyond age 16 and foster the values and character traits that makes us fully rounded adults
 - 6.** To ensure students experience a broad ranging and full educational experience beyond exam preparation
 - 7.** To ensure students obtain the qualifications they need to be able to take control of their post 16 destination.
 - 8.** To ensure the curriculum meets the needs of all students by prioritising the needs of the individual over the requirements of whole school accountability measures.
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Implementation:

Please see subject specific areas of the website for information on how the curriculum content is planned, sequenced, taught and assessed.

Students are taught in blocks of 50 minute lessons, some of which are double periods of 100 minutes

At KS3 students cover all the National Curriculum subjects for all three years 7, 8 and 9

At KS4 students are offered a broad choice of academic and vocational qualifications.

Implementation:**The Shirebrook Academy Curriculum Plan**

Number of lessons per week, per year group

	English	Reading	Drama	Maths	Science	Personal Development	Physical Education	Humanities	French	Spanish	Technology	Art	Computing	Music	Option A	Option B	Option C	Option D
Year 7	3	1	1	4	4	1	3	4	2	2	2	1	1	1				
Year 8	3	1	1	4	4	1	3	4	2	2	2	1	1	1				
Year 9	3	1	1	4	4	1	3	4	2	2	2	1	1	1				
Year 10	5			4	6	1	2								3	3	3	3
Year 11	5			5	6		2								3	3	3	3

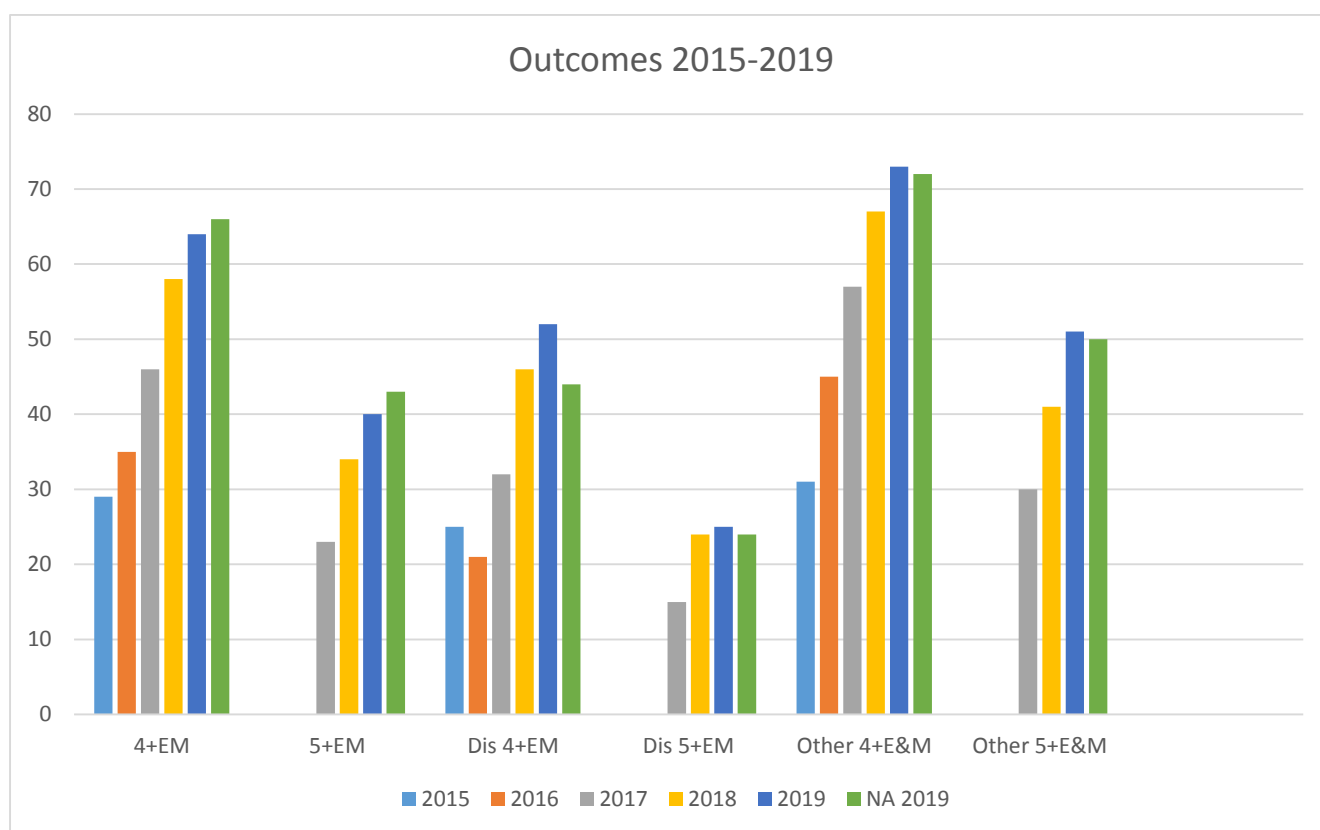
Impact: The Shirebrook Academy Improvement Journey

Examination outcomes have improved in every year since 2015 and were close to or at national average in headline measures in 2019 with P8 improving to -0.21. Maths and Modern Foreign Languages outcomes are particular strengths.

Due to the cancellation of national examinations published outcomes are not available for 2020 and 2021. However, our students continued to demonstrate improvements in their knowledge and skills across the curriculum and achieved results in line the improvement trajectory indicated in the table below.

The gaps between disadvantaged students at Shirebrook Academy and 'other' students nationally has closed each year and is narrower than the national gap.

Examination Headline Outcomes 2015-2019



- 4+E&M improved by 35% between 2015 & 2019 to match the national average.
- 5+ E&M has improved by 17% since the introduction of this measure in 2017
- Disadvantaged students 4+E&M has improved by 27% and is above the national average for disadvantaged students.
- Disadvantaged students 5+E&M improved by 8% since 2017 and is above the national average for disadvantaged students
- 'Other' students 4+ E&M has improved by 42% and is above the national average.
- 'Other' students 5+E&M improved by 21% since 2017 and is above the national average.

Although students with low prior attainment make good progress, students with Special Educational Needs have not achieved in line with expectations given their published KS2 outcomes. More students with SEND achieved the key threshold measures of grade 5 and grade 4 in both English Maths in 2020 and 2021 but overall progress remains a key priority for improvement.

Our students, including those with Special Educational Needs, are well prepared for the next stage of education, employment or training with NEETs figures consistently at or close to zero. The consistent effectiveness of our work in preparing our students for positive destinations is recognised in our status as Lead School for the North Derbyshire Careers Hub and our Careers Mark Platinum Award.

NEET trend:

2017: 0.6% (1 student); 2018 – 2.2% (3 students), 2019 – 1.3% (2 students), 2020 – 0.68% (1 student)

Analysis of Sustained Destinations compared to National Average (data from KS4 Institution tables)

Sustained Destination = destination sustained for at least 2 terms including those who may have changed course or moved from education to apprenticeship or employment with training.

Year of leaving	Overall sustained education or employment	Any sustained education	FE provider	6 th form	6 th form college	Other education	Apprenticeships	Employment	Not sustained
2018 Nat	94	87%	35%	38%	13%	1%	4%	3%	5%
2018 SBA	93%	77%	74%	3%	0	0	7%	9%	7%
2017 Nat	94%	87%	37%	38%	11%	1%	4%	3%	5%
2017 SBA	95	74	70	5	0	0	13	7	5
2016 Nat	94	86	34	39	13	1	5	3	5
2016 SBA	88	75	70	5	0	0	10	3	12
2015 Nat	94	90	38	39	13	1	6	3	5
2015 SBA	93	83	77	5	0	0	9	11	7

Covid-19 Response March 2020:

In March 2020 Shirebrook Academy responded to Covid-19 enforced school closures by making adaptations to the published curriculum.

Intent:

- To continue to provide access to all subjects including Personal Development and Pastoral support for students studying at home and in special provision in school.
- To adapt the curriculum offer for remote learning

Implementation:

- Bespoke remote timetable to ensure all subjects offered
- Use of Oak Academy, GCSE Pod, My Maths and Seneca Learning alongside teacher led learning activities via google classroom.
- 12% of students given access to special provision in school working in small groups with teacher and teaching assistant support
- Year Ten students attended four days in school at the end of the summer term focussed on assessing learning during remote learning to prepare for a September 2020 return.
- All students attended a one-to-one meeting with their form tutor or senior leader to share work completed, discuss their experience and prepare for a September 2020 return
- Programme of home contact for all students at least fortnightly with more frequent contact for any vulnerable students not attending special provision. This contact was maintained during summer holiday period 2020.

Covid-19 Response September 2020 – January 2021:

In September 2020 Shirebrook Academy responded to Covid-19 enforced school closures of 19/20 and projected continued disruption to learning in 20-21 by making adaptations to the published curriculum.

The return to learning in September was focussed on celebrating success, rebuilding community and a subject led process of retrieve-secure-progress to avoid demotivation and anxiety caused by the national 'catch-up' narrative.

Throughout 2020/21 Shirebrook Academy responded flexibly to the disruption to learning caused by self isolation by providing live on-line lessons where possible and/or resources which mirrored the in school taught curriculum as closely as possible.

Intent:

- To continue to provide a full curriculum to all students studying all subjects
- To support students to adjust to being back in school and to build on the learning they have done during lockdown
- To allow students to re-adjust to school life and rebuild the learning community
- To establish where the students are in their learning so we know what to prioritise
- To use this information to ensure students are secure in their knowledge, understanding and skills needed to move on.
- To progress learning by moving on to new content and the next sequence of learning, encouraging students to make use of their independent learning skills outside of school.
- To establish a positive culture using a range of positive language in relation to learning.

Implementation:

- No change to curriculum plan in terms of subjects taught and curriculum allocation
- Adaptations to environment to ensure safety of all students and staff – curriculum adaptations due to teaching in non-specialised environments at KS3 (DT, Art, Science)
- Adapted start of year delivered via extended 'Personal Development' curriculum upon return to school to allow students to share experiences and re-engaging with school
- Y11 students triaged to ascertain base knowledge from Y10 and inform future planning
- Adjustments to curriculum in all subjects to ensure essential content is prioritised – 'gateway knowledge'
- Transparency with students so they know what their learning journey will look like.
- Use of remote learning to support students working from home
- Use of blended learning to consolidate and/or extend learning and offer experiences unable to take place in lesson time

Covid-19 Response January 2021 - March 2021:

In January 2021 Shirebrook Academy continued to make adaptations to the published curriculum in response to Covid-19 enforced school closures.

A full timetable of live lessons was provided via google classroom for all students including those accessing in-school special provision.

Intent:

- To continue to provide access to all subjects including Personal Development and Pastoral support for students studying at home and in special provision in school.
- To adapt the curriculum offer for remote learning
- To progress learning by moving on to new content and the next sequence of learning, prioritising essential knowledge and encouraging students to make use of their independent learning skills outside of school.
- To establish a positive culture using a range of positive language in relation to learning.

Implementation

- No change to curriculum plan in terms of subjects taught and curriculum allocation
- Adaptations to some curriculum areas to account for limitations on practical activity e.g. PE, DT, Art, Science.
- Adjustments to curriculum in all subjects to ensure essential knowledge is prioritised
- Transparency with students so they know what their learning journey will look like, particular focus on ensuring Y11 maintain focus once announcement was made of cancel external examinations
- 12% of students given access to special provision in school working in small groups with teaching assistant support
- Programme of home contact for all students at least fortnightly with more frequent contact for any vulnerable students not attending special provision.

Covid-19 Response March 2021 - July 2021:

In March 2021 Shirebrook Academy continued to make adaptations to the published curriculum in response to Covid-19 enforced school closures.

All students returned to school and a programme of remote learning was maintained for students having to self isolate.

Intent

- To continue to provide a full curriculum to all students studying all subjects
- To support students to adjust to being back in school and to build on the learning they have done during lockdown

- To allow students to re-adjust to school life and rebuild the learning community
- To establish where the students are in their learning so we know what to prioritise
- To use this information to ensure students are secure in their knowledge, understanding and skills needed to move on.
- To progress learning by moving on to new content and the next sequence of learning, encouraging students to make use of their independent learning skills outside of school.
- To establish a positive culture using a range of positive language in relation to learning.

Implementation:

- No change to curriculum plan in terms of subjects taught and curriculum allocation
- Adjustments to curriculum in all subjects to ensure essential knowledge is prioritised
- Transparency with students so they know what their learning journey will look like
- Use of remote learning to support students working from home
- Use of blended learning to consolidate and/or extend learning and offer experiences unable to take place in lesson time

Response September 2021: Teaching and broad and balanced curriculum for education recovery:

From September 2021 Shirebrook Academy continues to make curriculum adaptations to support students who may have been affected by Covid-19.

Taking the planned, sequenced curriculum as a starting point, the Academy will prioritise teaching content that will allow students to make sense of later work in the curriculum. This includes key knowledge, skills, vocabulary, concepts and the links between concepts outlined in the National Curriculum.

The Academy has taken a subject-specific approach to ensuring a broad and balanced curriculum and curriculum adjustments will be informed by an understanding of the key content for progression in each subject and what students do and do not know.

In some subjects (such as Maths or Languages), gaps in knowledge are likely to present difficulties in students mastering the next stage of what they need to know. Identifying these gaps and teaching content students have not yet mastered will be essential.

In other subjects (such as Geography, History or Personal Development) knowledge gaps in one topic may not be as critical for progression in another topic. In these subjects' adjustments may be made to the curriculum at a later point to address misconceptions.

Intent

- Continue to teach a broad and balanced curriculum of all subjects including wider experiences such as educational visits and visitors to the school

- Ensure that the purpose and design of assessment is clear – focused assessments that precisely target specific components of knowledge or skills
- Maintain remote learning provision for students unable to attend school due to Covid-19

Implementation

- No change to curriculum plan in terms of subjects taught and curriculum allocation
- Adjustments to curriculum in all subjects to ensure essential knowledge is prioritised
- Transparency with students so they know what their learning journey will look like
- Use of remote learning to support students working from home