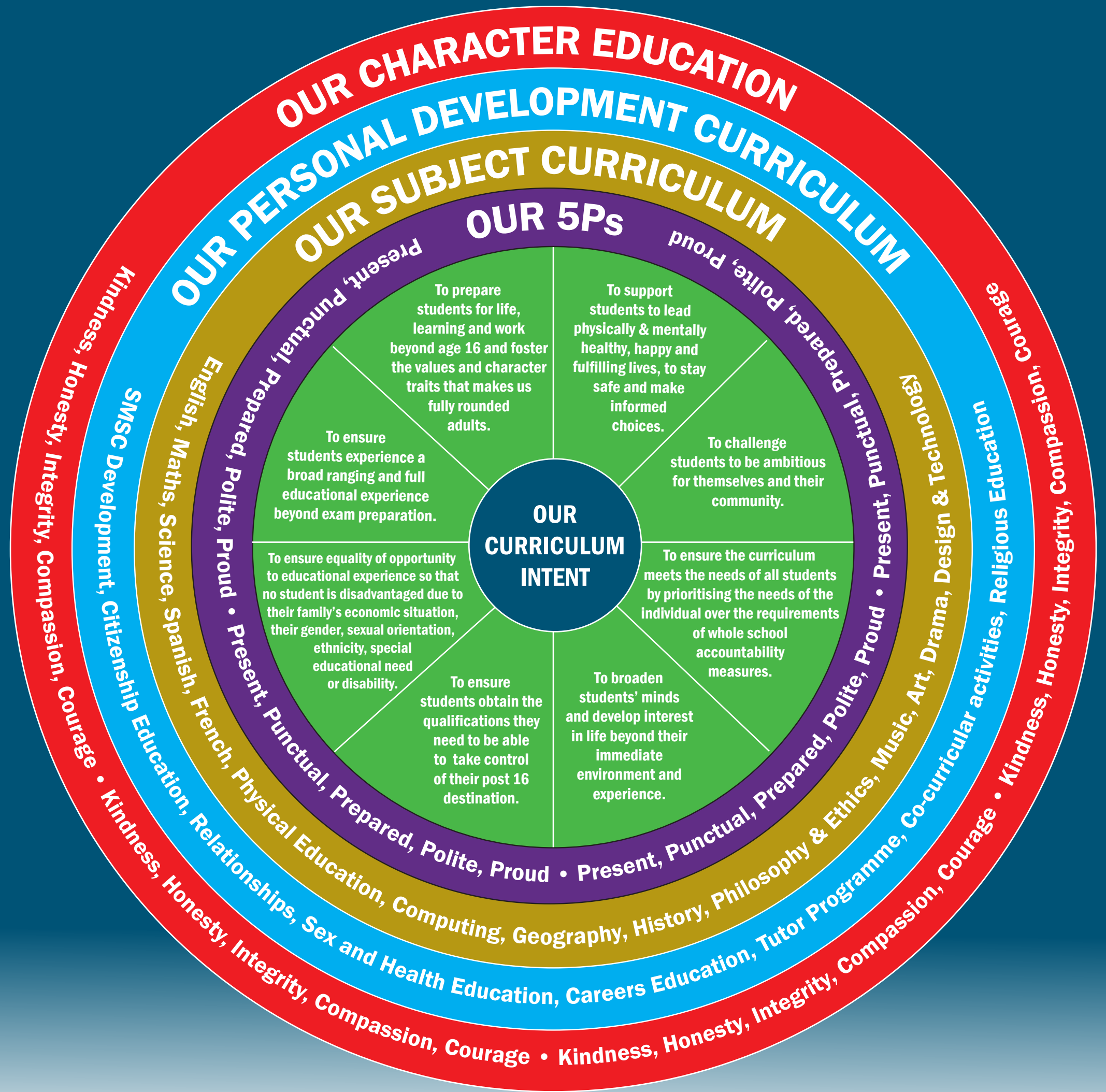


*'A community of inspiration, excellence
 and opportunities for all to grow'*



Shirebrook Academy Mission Statement

At Shirebrook Academy, we are committed to inspiring all members of our academy community to be the best that they can be.

We believe that having the highest ambitions and aspirations for our students will help them to reach their true potential, and we understand that this is achieved through a shared focus on excellent standards and expectations each and every day.

Our curriculum enables our learners to build their knowledge, understanding and skills over time and underpinning this is our dedication to high-quality learning and teaching.

We work together in a mutually inclusive environment that respects every individual and their contribution. We know that we all have a responsibility to support each other and enable everyone to access their learning opportunities effectively and safely.

Working in partnership with our local and wider communities, we aim to empower our young people in successfully taking their place in society. We appreciate that working together makes all the difference.

Shirebrook Academy aims to be:

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

These values are the foundation for our curriculum

The Shirebrook Academy Quality of Education 2022-2023 Academy Improvement Priorities

1. To ensure that the Shirebrook Academy Curriculum continues to develop, enabling ALL learners to make effective progress and achieve successful outcomes.
2. To ensure that the curriculum is implemented through consistently high-quality learning and teaching across all subject and learning areas.
3. To promote the importance of reading and ensure that all of our students have the necessary reading abilities and skills to access the curriculum confidently and effectively and enjoy reading for pleasure.
4. To enable students to build their subject-specific and wider vocabulary across the curriculum.
5. To ensure that all students are following suitably ambitious curriculum pathways.

The Shirebrook Academy Curriculum

Our 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% of 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 and have genuine aspirations. 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 articulately and

effectively. 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 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 great artists and musicians, to develop their own skills as artists and musicians, and 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, develop knowledge and transferable techniques in a range of sports and

activities, learn about the importance of a healthy lifestyle, understand rules and tactics, experience competition and winning and losing, develop teamwork, leadership and communication, skills and 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 KS4, 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 a high proportion of our 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 programmes are a vital part of our student's 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:

At Shirebrook Academy, we pride ourselves on providing students with rich learning experiences through a broad and balanced curriculum. Our formal curriculum is built from sequences of topics and lessons, which are designed to help students know more and remember more in each subject. Students learn better when they understand how lessons fit within their broader context and when they are able to make connections between and within their subjects.

- To support students to lead physically & mentally healthy, happy and fulfilling lives, to stay safe and make informed choices.
 - To ensure equality of opportunity to educational experience so that no student is disadvantaged due to their family's economic situation, gender, sexual orientation, ethnicity, special educational need or disability.
 - The high expectations we have of our students aren't solely about deepening their knowledge through our curriculum; it is also about creating lifelong learners through its sequencing. We know we need adults who will make a difference in their communities and the lives of others.
 - To broaden students' minds and develop an interest in life beyond their immediate environment and experience.
 - To challenge students to be ambitious for themselves and their community.
 - To prepare students for life, learning and work beyond age 16 and foster the values and character traits that make us fully rounded adults.
 - To ensure students experience a broad, balanced and full educational experience beyond exam preparation.
 - To ensure students obtain the qualifications, they need to be able to take control of their post-16 destination.
 - 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.
 - Ensure the curriculum is thoughtfully structured and sequenced so that the endpoints that it is building towards are clear and that Shirebrook Academy students develop the knowledge and skills required.
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Implementation:

Our school day has been structured in order to deepen learning in several ways. Firstly, there is a strong focus on the use of form time to develop students' understanding of career progression, spiritual, moral, social and cultural development (SMSC) and British Values. Secondly, the innovative use of CPD time allocated to faculty areas through our CET (Consistently Effective Teaching) sessions allow time for high-quality collaboration, meaningful evaluation and time to action strategic steps for further faculty development.

At Shirebrook Academy, learning objectives are shared, discussed and displayed in lessons and students are expected to complete a retrieval-based starter activity upon entry to classrooms. Research has continually proven that getting students to engage in a retrieval activity and asking students to recall learned information from memory is key in transferring information to long-term memory. Every time a student retrieves information, it changes the original memory to make it stronger.

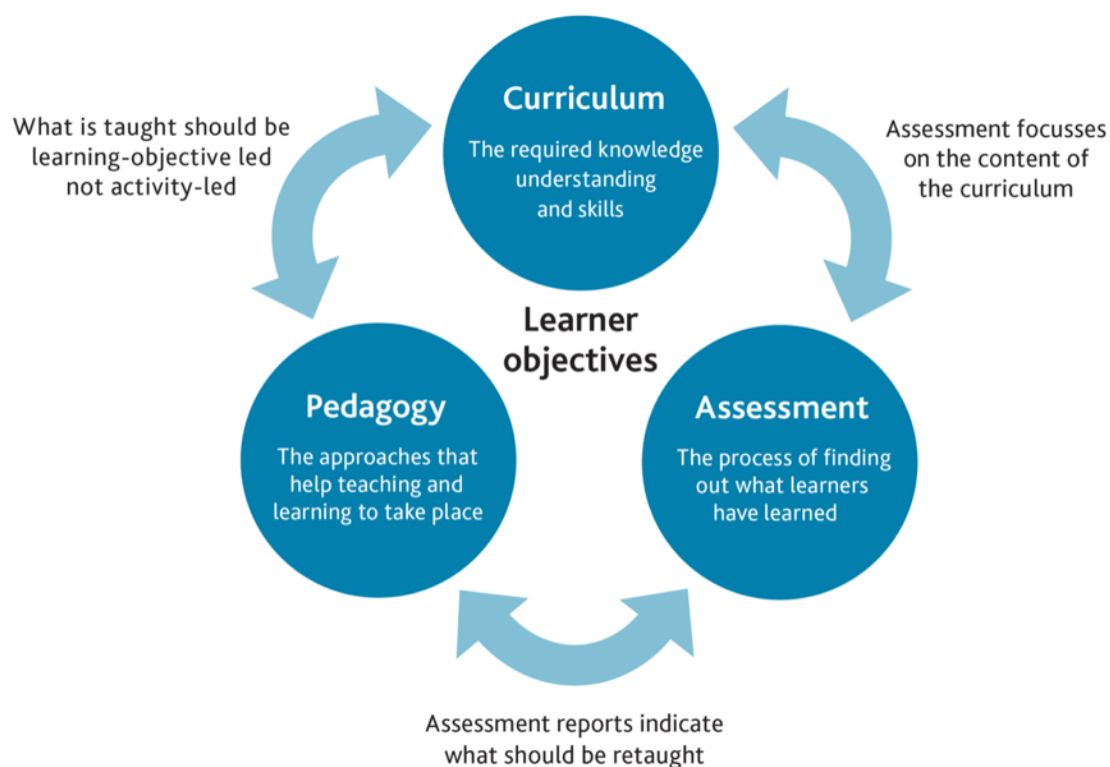
We aim to engage and challenge key cohorts of students through highly focused questioning phases, with staff utilising a set of research-driven questioning techniques in order to check for understanding and knowledge but also engage students who may be at risk of underachievement. At Shirebrook Academy, we use both 'Cold Calling' and 'No Opt Out' as a means to increase both think and participation ratios of learners engaging in the learning process.

Shirebrook staff understand the importance of introducing new material in small steps (chunking) in order not to overload the working memory. The retrieval activities at the start of lessons are aimed at strengthening the learning and connections of the long-term memory and reviewing the content to be taught in that particular lesson.

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.

	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:

In order to monitor, evaluate and review both the Intent and Implementation of our curriculum at Shirebrook Academy, we use a wide range of MER activities such as L&T specific focused learning walks, work sample reviews, student voice and individual subject deep dive evaluations throughout the academic year. Each one of the MER activities is then reviewed with LT associates linked to each faculty area, and after discussion, with both the HoF and LT Associates, clear action steps and deadlines are set in order to develop areas discussed from the MER process.

Head of Faculty staff review and discuss the content, structure and sequencing of their curriculum with ACET Senior Leaders, Associate Principal, Vice Principal (Quality of Education) and Assistant Vice Principal (Quality of Education) or LT Associate at various points of the academic year to ensure the curriculum for every subject is well structured and sequenced to ensure that students understand key concepts, terminology and vocabulary.
