

GLC Curriculum Policy [Secondary]

This Policy was ratified by the Board of Directors on:	Spring 2023
This Policy will be reviewed on:	Summer 2025

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

1. The GLC Curriculum Policy [Secondary]

The key intent of the curriculum at The Gateway Academy [GA] is to achieve the GLC's mission to ensure that all young people develop as active and thriving citizens within a diverse, truly fair and equal community.

GA's curriculum aims to be ambitious and challenging for all our young people and will be a gateway for all to excel in whatever career they choose. We define the curriculum as:

- The intent behind the plans for teaching and learning;
- The body of knowledge and understanding which we wish the students to develop;
- The learning skills and approaches which we wish for students to develop; and
- The wider curriculum, including enrichment and extra-curricular activities facilitated by the Academy.

2. GLC curriculum progress and continuity

The GA is working with its primary partners within the GLC to build upon the primary curriculum to provide a consistent foundation of skills, knowledge and understanding to support rapid progress and continuity as students embark on their secondary studies. All schools have collaborated to establish the curriculum **intent** [what we aim to achieve]; its **implementation** [how it will be organised and delivered] and the **impact** [how the curriculum will change, impact upon and influence each child] [see **Annex 1** for the subject specific intent, implementation and impact statements].

3. GLC Transition to Year 7

The GLC has established a rigorous transition programme between Years 6 and 7 which aims to provide a seamless transition from primary to secondary settings. The key features are as follows:

- Between 1 and 2-week transition at the GA at the end of Year 6 for all students;
- A tailored transition programme, for those students identified as vulnerable, starts in March prior to them joining the GA;
- Year 5 taster days and masterclasses.

4. Cross curricular links

The curriculum is designed to provide students with opportunities to build upon their primary school studies but to also have an entitlement to new experiences that will develop them physically, emotionally, linguistically, culturally and academically and prepare them for their GCSE studies which at GA start in Year 9 and/or Year 10 via the option process.

At GA, we are working to group subjects so that students can make connections, apply their learning in different contexts and develop reasoning, creativity and problem-solving skills across a broad range of disciplines. To this end, the following subjects have created 'learning alliances':

- **Science, Technology, Maths and Geography** collaborate to help the students to make meaningful connections [schema] to foster thinking skills and the ability to apply their learning in a range contexts;
- **Drama** works closely with the **English** faculty to deliver key aspects of literacy development. Drama is also a key vehicle at the GA for exploring important issues such as e-safety, drug abuse, anti-bullying, anti-gang and radicalisation.
- **PE** works closely with **Food Technology** to ensure students are aware of the link between nutrition, exercise and health. The GA has chosen Food Technology for both year 7 and 8 in response to the high levels of obesity locally and the significantly lower average life expectancy in Tilbury. Food Technology will focus on developing practical skills, knowledge and understanding to create healthy, affordable meals.
- **Geography and History** will make explicit links to generic skills such as research and analysis to allow all students to apply them effectively in either a geographical or historical context.

Regular audits will be taken of the curriculum mapping skills, knowledge and understanding across subject areas to help students to make cognitive links, ensuring maximum efficiency and minimum duplication. For example, units of work that sit best in the computing curriculum may well be delivered through design and technology; aspects of maths could be secured through the science, business studies or geography curriculums.

The explicit teaching of cross-curricular links as part of the metacognition process will support students to make the connection between subjects and reinforce key learning. For example, the human respiratory system will be studied in PE and science using similar teaching methods, resources and exam type questions when appropriate.

5. Religious Studies

All students will study Religious Studies (RS) in Year 7 and Year 8; in Year 9 to Year 11 Religious Studies is taught as part of the PSHE curriculum and follows the locally agreed SACRE Curriculum. During the course students will develop their knowledge and understanding of the relationship between religion and the wider world and be able to formulate their personal responses and informed insights about identity, belonging, meaning, truths, values and commitments. RS will link closely with the pastoral curriculums to promote British Values and encourage students to regard people of all faiths, races and cultures with respect and tolerance.

6. The timetabled curriculum for Years 7-11

[please see the table below and **Annex 1** for the subject specific intentions].

At the GA, the curriculum is comprised of the 'timetabled' i.e. the formal curriculum that is based on the subjects enshrined in the Academy's funding-formula and the National Curriculum and the non-timetabled which is comprised of extra and extended curricular activities as well as options for enrichment and increasingly [due the increased availability of personal computers] home study.

6.1 The Core Curriculum

Students study these key subjects continuously throughout their 5 years at the GA.

6.2 Foundation Subjects for Years 7 and 8

These subjects are compulsory for all students and together with the Core exceed the requirements of the National Curriculum [see the table below].

In Years 7 and 8, GA's curriculum is broader than the National Curriculum with the inclusion of Dance, Drama and Food Technology.

- Dance, to build physical health and wellbeing [in light of the 10-year deficit in life-expectancy in Tilbury compared with the rest of Thurrock];
- Drama to build confidence; vocabulary and articulation;
- Food Technology, to address significant levels of childhood obesity and unhealthy lifestyles with an emphasis on the importance of nutrition and its links to physical and mental well-being.

6.3 Foundation Subjects for Year 9

Students will continue to study History, Geography and MFL to the end of Year 9.

6.4 Option Subjects Year 9

In Year 9, the curriculum remains broad and balanced and students get the opportunity to start to specialise in advance of their full options in Years 10 and 11. Students must select 3 of the subject options outlined in the table below.

6.5 Options in years 10 and 11

The curriculum that students study in Years 10 and 11 takes into account the government's two performance measures Progress 8 and Attainment 8 [see **Appendix 2** for full details]. This requires students to take a spread of subjects across three groupings which the government refers to as 'buckets'. Broadly speaking, Bucket 1 contains English and Maths; Bucket 2 contains Ebacc [English Baccalaureate subjects] [please see **Appendix 3** for full details] and Bucket 3 contains a broad range of 'other' subjects including vocational options.

6.6 Option Subjects for Years 10 and 11

Students will undertake a guided review of their Year 9 curriculum to establish their choices for Year 10 and 11 ensuring that the 'Bucket 2 and 3' requirements are fulfilled. This will ensure that students maintain the broadest possible curriculum and are well prepared for Post 16 learning or work etc. However, a curriculum will be negotiated with a small number of students typically with significant barriers that prevents them from accessing the full curriculum.

Year groups	7	8	9	10	11
The Core Curriculum studied years 7-11	English Mathematics Science PE PSHE / RS			Students have the option to study Triple Science, Statistics and Further Mathematics this is dependent on their Yr 7-Yr 9 academic outcomes (unless extenuating circumstances)	
Foundation compulsory Subjects Studied years 7-9	History Geography MFL				
Foundation Subjects studied in years 7-8	Art Dance Design and Technology [inc Food] Drama IT / Computer Science Music		Option Subjects for years 9 and years 10-11	Art Business Child Care Computer Science Creative I media Dance Design and Technology Drama Food Technology French Health and Social Care Music Photography Psychology PE Religious Studies Spanish	
			In Year 9, students select three subjects to study [in addition to the core subjects]. In years 10 and 11, students will continue to study the core as well as 3 subjects selected from the foundation and option subjects [conforming Progress 8 measures].		

7. English Baccalaureate [EBacc] [please see Appendix 3]

At the GA, all students will have the opportunity to study the EBacc. Students and their parents / carers will be fully informed of its importance when applying to Russell Group Universities and the opportunities that having an Ebacc qualification could present. Whilst the GA option process is designed to ensure that all students have the opportunity to study the full EBacc qualification, if a student wants to opt for Technology over French [therefore, not completing the full EBacc] they will be fully supported by the GA. Ultimately, students [and their parents / carers] will make an informed decision that is right for their future.

8. Grammar Band

To ensure that the most able students who attend the GA are sufficiently challenged, the Grammar Band has been created. This will operate from Year 7 through to Year 11. Students in this group will be identified for their academic potential [with students deemed to be 'disadvantaged' a priority]. These students will be targeted to achieve grades 7-9 at GCSE.

Students in the Grammar Band will follow the full GA curriculum in Years 7 and 8 but at an accelerated pace and to a deeper level. Students will be guided to follow the EBacc in Years 9-11 which will include GCSE studies in English, English Literature, Maths, a minimum of Double Science and a modern foreign language and/or a humanities (Geography and/or History) option and two further choices. Students studying Triple Science will choose two other options.

9. Curriculum Plus

Curriculum Plus is a bespoke provision designed specifically to meet the needs of students identified as having barriers to learning. Students will access the mainstream curriculum where possible but may be withdrawn for small group tuition for a range of cognitive programmes as well as English, Maths, Science, Humanities and speech and language.

The aims of Curriculum Plus are:

- The primary aim is to ensure that students acquire the cultural capital and knowledge and skills to succeed in life and are well-prepared for education, training and employment beyond the GA;
- Support students to make accelerated progress, specifically in literacy and numeracy;
- Ensure that students work towards an age appropriate reading age;
- Support students so that they have the skills to access mainstream lessons wherever possible;
- Help students achieve and maintain outstanding attendance;
- Develop students' independence, resilience, their confidence to take risks and their ability to work in teams; and
- Students will be supported to develop their own strategies to manage their emotions and develop improved social skills.

Students from any year group can be referred to Curriculum Plus. They will have an individual timetable depending on their current attainment in English or Maths, or their specific identified need. Students will be in the group on a full or part-time basis depending on their need. Curriculum Plus for Year 7 students focuses on the acceleration of basic skills. From Year 8-11 it focuses on basic skills with the addition of a range of options [academic and vocational] and in addition to the core of English and mathematics. Where appropriate opportunities will be taken for students to re-join the mainstream curriculum [either full or part-time].

10. Using the curriculum to prepare students for the wider world

The GLC recognises its responsibility to provide a curriculum that supports the development of the whole person and prepares each to take their place in the wider world, ready to make a positive contribution. To this end, the GA has developed and is continuing to develop a programme of study in both discrete activities and through curriculum areas [such as Humanities and Drama] to achieve this.

11. Transition to Post 16 Learning or Employment

Students' transition to post-16 learning or employment will be supported as follows:

- Students will follow a five-year plan from Year 7 to prepare them for post 16 transition;
- Each curriculum area will make curriculum space for a career's component;
- All students will receive support to write a CV and to attend a mock interview;
- All Year 10 students will have an entitlement to two weeks of work experience;
- A Post-16 next step evening will be held annually which hosts external providers;
- Career mentors will be available for targeted disadvantaged students;
- For some targeted students, a bespoke careers programme will be provided.

12. Personal and Academic Development [PADs]

There is a 30 minutes timetabled PAD session for each year group at the start of every day. Each week the students have an entitlement to the following sessions:

- Assemblies with themes and content to enrich students' understanding of British Values, Safeguarding, mental health, GLC Values and recognise achievement and celebrate 'all different; all equal';
- PSHE lessons which are directly linked to their PSHE curriculum;
- Safeguarding / Mental Health and British / Academy Values taught sessions to compliment both the PSHE / RS and assembly curriculum;
- Reading sessions for targeted students;
- Pastoral sessions including careers education.

Students who need an additional level of support with their personal development are allocated to a smaller PAD group where the staff have specific understanding of SEND / mental health needs of the students and are able to support them with a bespoke curriculum. The groups are divided into:

- Year 7;
- Year 8 and 9;
- Year 10 and 11.

As part of the PAD programme students are encouraged to work towards their GA values badges which are:

- Responsibility.
- Resilience.
- Compassion.
- Aspiration.
- Learning is prized.

13. Focus days and events

The GA believes that it is important to use the curriculum to develop a sense of community, mutual support and to demonstrate that members of a large institution can have fun together in a safe and supportive environment. To this end, the following are part of the curriculum on an annual [or biannual] basis:

- **WOW Day:** a chance to have fun together and to celebrate the end of the academic year. WOW Day has included; foam parties; silent discos; roller rink; it's a knockout and much more. This must be a day that every child remembers.
- **Year Group Challenges:** to foster a sense of belonging and friendly rivalry. Year group challenges are organised on a termly basis and can range from a treasure hunt to who can produce the best 'scratch choir';
- **All Different: All Equal** week takes place once a year and is focused on developing a wider understanding of equality, diversity and inclusion;
- **Black History Month-** takes place each October and is a celebration of black and ethnic minority culture as part of a wider GLC strategy to raise awareness and address equality issues and to reinforce our belief or 'all different; all equal, together improving upon our best';

- **Mental Health week** – is part of the wider GLC wellbeing health strategy and takes place through September and October raising the profile of mental health issues across the GA providing students with information on how to access support when necessary;
- **Work Experience** – the GA believes that young people benefit greatly from a 2-week work experience, which at the GA, takes place towards the end of Year 10. This is preceded by a programme of activities that include practice interviews with local business people, health and safety briefings, careers advice and CV writing;
- **Charity Days** – we believe that these are an important feature of the curriculum which help students to develop empathy and a greater understanding of the world in which they live whilst contributing, in a small way, to the resolution of some issues;
- **Annual school performance** – the GA believes that as many students as possible should have the experience of performing to an audience. Whilst there are many opportunities to perform to peers during Year 7 and 8 Drama, the annual performance is the prime opportunity for students to experience performance to the wider community;
- **GLC Literary Arts Festival** – this is an annual celebration of the written and spoken word through student performances;
- **GLC Science Fair** – this takes place on a biannual basis and encourages a deep exploration of scientific concepts from Year 5-8.

14. Cultural Capital opportunities

Additional opportunities such as trips, residentials, speakers and external companies offering bespoke curriculum opportunities (Trailblazer, etc) will provide access to experiences and learning outside of the classroom. Part of these will be the GLC entitlement curriculum which provides a commitment to ensure that all young people have access to a range of activities and experience to support their development into ‘active and thriving citizens within a diverse, truly fair and equal community’. During a student’s time at the GA, these will include many opportunities including:

- visit a London theatre;
- attend a major sporting event;
- visit museums and galleries;
- perform;
- a foreign visit.

15. Extended Curriculum

Extended Curricular activities provide opportunities for all and targeted students to further develop or improve the work that has originated in the classroom. These are often targeted when a student has not kept up with the learning in the classroom. Extended curricular activities include:

- | | |
|--------------------------------------|--------------------------------|
| - Instrumental tuition | - Holiday and weekend support. |
| - Academic tutoring | - Homework Hub |
| - Additional Learning Periods [ALPs] | - Football Coaching |
| - Reading Recovery | |

NB Targeted disadvantaged and students with SEND are prioritised for these activities

16. Extra-Curricular [basic entitlement]

GLC Focus Sports:

- Football
- Basketball
- Rugby
- Athletics
- Netball
- Rounders
- Trampolining
- Karate

Clubs and activities

- Art club
- Drama club
- Science club
- ICT/media club
- Technology club
- Additional foreign languages
- Gym training
- Self-esteem development programme [separately for boys and girls]
- Anger management programmes
- Counselling
- Lego Therapy
- Coaching and mentoring
- Speech and language support

Student Leadership

- Student Leadership Team
- Student LGBTQ+ Team
- Student Mental Health Team
- Student I-Will Team [activism]
- Duke of Edinburgh
- Community Volunteering
- Fire service programme
- Sports leaders award [Year 9 &10]

17. Celebration of Outcomes

Students' learning and achievements are regularly recognised and celebrated through the following:

- | | |
|---------------------------------|---------------------------------|
| - PAD | - The GLC Student notice boards |
| - Year group assemblies | - The website |
| - Whole Academy assemblies | - Press Releases |
| - Prize Draws | - The Gateway Times |
| - Letters, cards and texts home | - GA Awards Ceremony |
| - Tannoy announcements | - GLC Awards and events |

18. This Policy links to the:

- Educational Visits Policy;
- Equal Opportunities Policy;
- Oracy Policy;
- Assessment, Marking and Feedback Policy;
- Behaviour Policy;
- GLC Curriculum Policy [Primary].

19. Quality Assurance

Subject curricular are quality assured by

- Progress Board meetings;
- Annual subject reviews;
- Senior leadership line-management and Curriculum VP checks and meetings;
- Learning walks and observations;
- Visits from GLC Trust staff;
- Feedback from students and parents / carers.

Appendix 1 – Curriculum Intent, Implementation and Impact for each subject

Art and Design

Intent

Art is the expression of creative skills and imagination through a range of media. The study of art opens students' minds to different styles of art from around the world and throughout history.

The Art curriculum will ensure that all students:

- See and experience the world differently and develop a life-long connection with art;
- Open their minds to different styles of art from around the world and throughout history. Enable them to use what they learn to develop personal responses and develop the ability to express themselves through art;
- Develop an increasing range of technical skills, but particularly drawing, and use these with increasing sophistication when exploring 2 and 3D media across a range of styles;
- Learn to talk about art and to critically appraise their own art as well as that of major artists.

Implementation

Teachers will:

- Plan and deliver lessons to develop the skills necessary to produce original work as students explore and record their ideas creatively;
- Promote imagination and independence through carefully planned tasks and groupings;
- Ensure the curriculum focuses on the progression and continuity of skills over time to help students to develop fine motor skills to become proficient in drawing and other media including paint, print, textiles, sculpture and digital media;
- Promote the sketch book as a tool for students to organise their ideas and influences when planning, critiquing and producing their work;
- Provide frequent opportunities to talk about art demonstrating an increasingly sophisticated use of technical language and articulating an understanding that there are no rules in art, but you must be able to justify your thought process;
- Provide opportunities for students to learn to critically talk about the approaches and techniques of artists and to apply these in their own work;
- Expose students to the work of artists that equally represent the racial mix that characterises the UK as well as artists from now and the past and from the UK and across the world;
- Plan the curriculum to ensure the delivery of every students' entitlement to visit galleries and art in the community, as well as accessing the world of art through digital means;
- Celebrate students' work through classroom displays, school exhibitions and competitions throughout the GLC and the wider community;
- Provide opportunities for students to work in groups to foster confidence and creativity but as they progress they will increasingly work independently as they develop their personal responses to an artistic brief.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Be able to articulate a knowledge of, and appreciation of art in many forms, styles and contexts;
- Be able to produce art works with skill and creativity justifying the artistic intention underpinning the work;
- Have a lifelong interest in art.

Business Studies

Intent

Business Studies enables students to engage with the economics of the world, to learn leadership, management and decision-making skills and gain a financial awareness of the world in which they live.

The Business curriculum will ensure that all students:

- Are engrossed in the world of Business and challenge the way they perceive society. This will allow them to make informed decisions about how they choose to live their lives, the impact of their actions and the actions of others;
- Develop an increasing knowledge of the world of economics and gain real life skills such as understanding how interest rates impact on consumers as well as the economy. As a result, students can make informed decisions about their finances and develop strong comprehension and analytical skills;
- Spark their imagination and inspire commercial thinking as they master a series of concepts including marketing, finance, operation and human resources that allow them to take abstract terms and apply to real life.

Implementation

Teachers will:

- Plan and deliver lessons to ensure that all students develop the skills necessary to engage with the economics of the world and can relate to how the world of business works;
- Understand what makes a successful entrepreneur;
- Develop an awareness of their enterprise capabilities so that they are able to consider owning their own business. Students will be equipped with the employability skills needed for the changing world of work and entrepreneurship;
- Provide frequent opportunities for students to talk about the world of business including from a personal perspective;
- Ensure there are opportunities for students to study financial case studies and also speak to a number of business leaders;
- Ensure students are required to consider the health, social, moral and ethical issues surrounding business decisions.
- Ensure the curriculum focuses on the progression and continuity of skills over time, for example exam craft, research, interpretation, critical thinking and communication skills;
- Provide opportunities for students to articulate their own viewpoints and challenge each other's views. This is to show that in business there are many different solutions to the same problem, but being able to justify your own view is a critical skill to business and exam success;
- Encourage students to read widely around the subject and watch business related programmes;
- Embed metacognition strategies into lessons to develop students' own thought processes and understanding of how they best learn, including retrieval practice and revision strategies;
- Carefully monitor students' progress against key endpoints and take swift actions to support those who fall behind and to stretch students who are not working at full effort or ability levels;
- Celebrate students' work through classroom displays, school exhibitions and competitions throughout the GLC and the wider community.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Be able to articulate a knowledge of, and understanding of the complexities of running a successful business and how the actions of a business evolve dependent on the economic environment;

- Have a better understanding of personal and business finance and how best to manage their own finances both now and in the future;
- Have a lifelong interest in the world of business;
- Have the confidence and skills to consider setting up their own business or get involved in the world of business if this is linked to their aspirations.

Child Development

Intent

Child Development builds students' skills, knowledge and understanding about the development of children and offers opportunities to gain experience of working with children in different environments.

The Child Development curriculum will ensure that all students:

- Develop an increasing range of skills, particularly resilience and compassion, and use these to positively influence their own lives and that of others;
- Have a deep understanding of the importance of birth to five years on the life chances of a child and acquire the knowledge that will allow them to provide the best possible care for children under their supervision;
- Learn to become critical thinkers, gain technical knowledge and skills through vocational settings by planning and adapting play opportunities that are suitable for young children.

Implementation

Teachers will:

- Plan and deliver lessons that ensure students gain knowledge and understanding of the development of children and the impact of life events on them;
- Provide opportunities for students to talk critically about the differing child development approaches including how this impacted on their own lives and that of their friends and family;
- Ensure the curriculum focuses on the progression and continuity of skills over time to help students develop skills and techniques in essay writing and child development assessments. Students will understand how to analyse and interpret lifestyle and physiological data;
- Ensure students have the opportunity to speak to a range of people who work within the childcare provision, developing an understanding of importance of this vital vocation and the positives and areas to consider in this area;
- Provide opportunities for students to go and work within a nursery to put their knowledge into practice;
- Provide opportunities for students to work in groups to foster confidence and creative approaches to tasks; there will be also opportunities embedded for students to work from a prescribed brief, work to deadlines, as well as accurately completing administrative tasks and processes;
- Plan and deliver a curriculum that is inclusive for all students.
- Link theory knowledge to careers and job opportunities;
- Provide retrieval opportunities for students to go over and embed learning;
- Plan and deliver a curriculum that is inclusive for all students..

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Have a life-long passion for caring for children and understand the absolute importance of the best possible care;
- Understand the different opportunities available to them in the Child Development sector and the confidence to explore this professional route if they aspire to do so;
- Have the skills, knowledge, understanding and personal qualities to look after children and support families.

Computer Science

Intent

Computer Science develops students' computational thinking, problem solving and their ability to be creative, equipping them to become critical thinkers in a constantly changing world.

The Computer Science curriculum will ensure that all students:

- Know how to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity;
- Supported in developing the necessary skills and knowledge to thrive as digital citizens;
- Have the required skills and techniques to be confident and independent in using a range of computer programmes to communicate effectively;
- Learn to think computational and creativity and have the skills to become effective citizens within the world of employment and life.

Implementation

Teachers will:

- Plan and deliver lessons to ensure that all students learn the importance of being responsible and safe online, understanding the legal and moral implications in order to minimise the risk to themselves and others;
- Ensure the curriculum focuses on the progression and continuity of skills over time to help students develop skills in coding for a range of practical and inventive purposes;
- Develop effective pedagogy to teach students with their own or shared devices; both in class and remotely;
- Ensure the curriculum planning covers appropriate software packages such as Microsoft Office and Google Suite;
- Ensure that real-world practical application and career guidance are at the heart of the delivery;
- Embed opportunities for students communicate their ideas and processes;
- Carefully monitor students' progress against key milestones and take swift actions to support those who fall behind;
- Celebrate students' work through classroom displays, school exhibitions and competitions throughout the GLC and the wider community.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Understand and follow the E-Safety rules and to keep them safe online in order to be a responsible and respectful digital citizen;
- Be confident when using applications, programs and in various settings throughout their lives;
- Have a 'can do' attitude when engaging with technology and its associated resources;
- Have the skills of a digital citizen and as a result, will achieve well.

Creative iMedia

Intent

Creative iMedia enables students to design innovative and attractive digital products whilst enhancing their critical thinking skills in analysis, development and evaluation.

The Creative iMedia curriculum will ensure that all students:

- Open their minds to different styles of media and the influence digital media can have on our everyday lives and the economy;
- Develop an increasing range of technical skills needed to create digital media products, utilising a wide range of different software skills;
- Learn to communicate creative concepts effectively and critically appraise their own work as well as that of others.

Implementation

Teachers will:

- Plan and deliver lessons to ensure all students are able to analyse and critically evaluate existing media products;
- Plan and deliver lessons which will enable students to identify the conventions common to a range of media products and the reason for their inclusion;
- Ensure that all lessons are created with a consideration of individual student needs (including tasks that both stretch the students and offer framework and support for those who need it);
- Ensure that students are familiar with and able to produce a range of industry standard pre-production documents, including mind maps, mood boards, scripts, visualisation diagrams, storyboards and work plans;
- Ensure that students are able to read and understand a professional client brief and are able to explain exactly what the client wants, who the best target audience will be and what software they believe will be the best to create the desired media product;
- Ensure that students have an excellent grounding in media law and how it relates to both the products they will be making and how it could be applied to other areas of their lives;
- Develop effective pedagogy to teach students with their own or others' completed media products, both in class and remotely;
- Ensure that real-world practical application and career guidance are at the heart of the delivery;
- Embed opportunities for students to communicate their ideas and processes;
- Carefully monitor students' progress against key milestones and take swift actions to support those who fall behind;
- Celebrate students' work through classroom displays, and school exhibitions throughout the GLC and the wider community.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Be able to critically evaluate real world media graphics (digital graphics, interactive multimedia products, websites, soundscapes, and digital games);
- Be able to confidently produce pre-production documents which will clearly show the development of their media products from ideas to design;
- Be able to use a range of software packages competently enough to be able to identify independently which one would be best for each product;
- Understand why it is important to have a clear target audience in place before creating the final product and that this target audience has been chosen through thorough primary and secondary research;

- Produce industry standard media products which make full use of the advanced features of the chosen software and that follow all relevant media laws;
- Be able to critically evaluate their own work, identifying how they met the client's requirements and what they could do to further develop the product.

Dance

Intent

Dance provides students with opportunities to be expressive, creative and imaginative, using movement to communicate with others.

The Dance curriculum will ensure that all students:

- Develop a life-long enjoyment of dance and understand the role it can play in supporting their physical fitness and well-being;
- Open their minds to different styles of dance from around the world and throughout history, supporting them to use what they have learned to become effective choreographer's;
- Develop an increasing range of skills, but particularly confidence, self-esteem, the physical effort and the determination to succeed and improve that will ensure they become effective performers;
- Learn to talk about dance and to critically appraise their own performance as well as that in a professional environment.

Implementation

- Plan and deliver lessons to develop the skills necessary for students to produce original dances, striving to perform with confidence, ambition to 'improve upon their best', resilience and a love of dancing;
- Provide opportunities for students to talk critically about the approaches and skills and to critically appraise dances of different styles and cultural influences;
- Plan opportunities for students to study different types of dance beyond the classroom and to meet dancers who regularly perform and can inspire the students;
- Ensure the curriculum focuses on the progression and continuity of skills over time to help students to develop skills and techniques in a range of styles;
- Celebrate students' work through classroom displays, school performances, Gateway Times and competitions throughout the GLC and the wider community;
- Provide opportunities for students to work in groups to foster confidence and creativity;
- Plan and deliver a curriculum that is inclusive for all students.

Impact

- Make good progress from their starting points and achieve well;
- Be able to articulate a knowledge and appreciation of dance in its many forms, styles and contexts;
- Be able to confidently dance in front of an audience and have a love of the Arts;
- Have a life-long passion for dance.

Drama

Intent

Drama develops self-discipline, imagination, commitment, confidence and critical thinking.

The Drama curriculum will ensure that all students:

- Develop a life-long enjoyment of performing and understand the role it can play in changing people's lives and/or perceptions of the world;
- Challenge their perceptions of the world around them and provide a safe space to express thoughts and feelings, in turn allowing them to become confident and disciplined;
- Promote involvement and enjoyment of drama, as performers, directors, designers and informed thoughtful audience members;
- See the world through others' eyes, have the ability to put themselves into other peoples' shoes and relate to them.

Implementation

Teachers will:

- Plan and deliver lessons to develop the skills necessary to produce original work as students explore their ideas creatively;
- Ensure the curriculum focuses on the progression and continuity of skills over time to help students to develop vocal and movement skills to become confident communicators both verbally and non-verbally;
- Promote imagination and independence through carefully planned tasks and groupings;
- Provide frequent opportunities to talk about art demonstrating an increasingly sophisticated use of technical language and articulating an understanding that there are no rules in Drama, but students must be able to justify their thought process;
- Provide opportunities for students to learn to talk critically about the approaches and skills and techniques of genres, styles and practitioners and to apply these in their own work;
- Expose students to the work of styles, form, playwrights and practitioners that equally represent the racial mix that characterises the UK as well as artists from now and the past and from the UK and across the world;
- Plan the curriculum to ensure the delivery of every student's entitlement to extra-curricular opportunities both in school and in the community, as well as accessing the world of theatre through digital means;
- Celebrate students' work through classroom displays, school performances, Gateway Times and competitions throughout the GLC and the wider community;
- Provide opportunities for students to work in groups to foster confidence and creativity;
- Put students at the core of all our work and aim to foster a sense of enjoyment and fun;
- Develop imagination, commitment, creative thinking and self-discipline;
- Have a strong inclusive ethos, extended to all students in a positive, supportive environment;
- Have a broad artistic appreciation and offer a variety of opportunities that enable every student to excel;
- Strive towards inspirational, engaging and high achieving work in the Dramatic Arts through respect, trust and professionalism.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Be able to articulate a knowledge, and appreciation of Drama in many forms, styles and contexts;
- Be able to produce Drama works with skill and creativity justifying the theatrical intention underpinning the work;
- Have a lifelong interest in Drama.

Design and Technology

Intent

Design and Technology builds upon one of the earliest forms of creativity, to develop craftsmanship and resourcefulness in order to solve real and relevant problems.

The Design and Technology curriculum will ensure that all students

- Learn specialist skills through the use of tools, machines and equipment using a wide range of materials, foods and ingredients;
- Research, design, make and evaluate a range of products through an iterative process to solve real and relevant problems;
- With confidence and ability, apply their skills in everyday situations. They will be resilient in the face of failure and will experience a sense of pride and achievement when they succeed;
- Have the skills of a digital citizen and as a result will achieve well.

Implementation

Teachers will:

- Plan and deliver a scheme of work across technology disciplines that develops students' creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- Teachers planning will:
 - Focus the planning on the implementation of the design and manufacturing process through increasingly complex and challenging projects as students' progress through the academy;
 - Ensure students develop the skills to plan and execute a project from beginning to end;
 - Ensure students develop the skills to follow written and verbal instructions;
 - Ensure that students always work safely;
- Plan when possible to teach the necessary theoretical knowledge through practical application and expert modelling;
- Expose students to the work of different engineers that ensure students have an appreciation for the evolution of technology over time and the important role that design and technology plays in shaping our world both locally and across the world;
- Engineer opportunities of students to work in teams as well as independently;
- Provide opportunities for students to learn to effectively communicate their design ideas and increasingly make use of technical language to critique, evaluate and test their ideas and products and that of others;

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Have a life-long passion for Design and Technology and will want to achieve well;
- Plan and successfully execute practical DIY tasks at home;
- Have sense of wonder and enquiry about the technological world;
- Have the skills, knowledge, understanding and personal qualities to fully realise a design brief.
- Have a greater understanding of the world and environmental issues humanity faces;
- Be confident and have the skills to continue in the world of Design and Technology if this is their aspiration.

English

Intent

English is about communication – the key to *everything*. Understanding the English language and its literature empowers, transforms and connects you to the wider world.

The English curriculum will ensure that all students:

- Can communicate effectively through speaking and writing;
- Will develop a love of reading that will enable them to develop culturally, emotionally, intellectually, socially and spiritually and to both to acquire knowledge and to build on what they already know;
- Will have a love for words and will develop the skills of language that are essential to participating fully as a member of society;
- Adopt the use Standard English with correct grammar in the appropriate contexts.

Implementation

Teachers will:

- Plan and deliver a scheme of work that will focus on the progression of skills, knowledge and understanding over time in reading, writing and speaking;
- Adopt a wide range of engagement strategies [including the use of technologies] to motivate students and secure their learning;
- Provide opportunities for students to work independently and in groups and to demonstrate what they can do in a wide range of contexts including: within the classroom; in assemblies; through the publication and broadcasting of work etc work;
- Develop strategies and support to ensure that all students:
 - Develop the habit of reading widely and often, for both pleasure and information;
 - Acquire a wide vocabulary;
 - Have understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
 - Appreciate our rich and varied literary heritage.
- Develop strategies including effective modelling to ensure all students write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- Plan regular opportunities for students to engage in discussions and make formal presentation so with increasing sophistication, they can elaborate and explain clearly their understanding and ideas;
- Teach students to control their speaking and writing consciously and to use Standard English;
- Teach students the vocabulary they need to discuss their reading, writing and spoken language and to use the elements of spelling, grammar, punctuation;
- Model how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Have a lifelong love of reading both for pleasure and learning;
- Be able to communicate their opinions and feelings confidently in a range of contexts;
- Be able to write fluently in-order to communicate their ideas and emotions to others.

Food Technology

Intent

Food Technology develops students' ability to cook a range of healthy, nutritious and cost-effective dishes, whilst developing a wider understanding and acceptance of cultures and religious differences.

The Food Technology curriculum will ensure that all students:

- Are empowered to feed themselves and others affordably and nutritiously, both now and throughout their lives;
- Have a deep understanding of how a healthy diet improves both quality of life and life expectancy;
- play an active role in promoting the importance of healthy eating;
- Explore the traditions and customs that shape our world cuisine and build a wide range of technical skills that will allow them to cook a broad range of cuisines taking into consideration the needs of others including how to accommodate those who have to eliminate certain ingredients for reasons of health, or religious or ethical frameworks;
- Understand the impact of their food choices, as their knowledge of sustainability, food poverty and food wastage increase.

Implementation

Teachers will:

- Plan and deliver a scheme of work, allowing students to develop knowledge and skills whilst cooking a range of nutritious, cost effective dishes. Students will learn the creative and technical aspects of Food Technology:
 - Focus the planning on the breadth of different dishes cooked through increasingly complex and challenging dishes as students' progress through academy life;
 - Ensure students develop the skills to plan and execute a dish from beginning to end;
 - Ensure students develop the skills to follow written and verbal instructions;
 - Ensure that students always work safely.
- Whenever possible teach the necessary theoretical knowledge through practical application and expert modelling;
- Plan opportunities for students to learn about the importance of good nutrition and wellbeing;
- Encourage students to read around the subject and watch programmes related to the industry;
- Inculcate an appreciation of quality dishes sometimes within a cultural and historic context;
- Provide opportunities for students to learn to effectively describe their dishes and increasingly make use of technical language to critique, evaluate and test their dishes and menus and those of others.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Have a life-long passion for cooking healthy, nutritious dishes;
- Plan and successfully cook dishes at home;
- Have sense of wonder and enquiry about the hospitality and catering world and the skills and confidence to explore this career path if it is their ambition to do so;
- Have the skills, knowledge, understanding and personal qualities to fully plan, design and cook a range of dishes.

Geography

Intent

Geography fosters curiosity about the world in which we live, the relationships between people and their environments and encourages active participation in changing it for the better.

The Geography curriculum will ensure that all students:

- Have a knowledge of where places are and what they are like and a hunger to explore the wider world;
- Have an understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated;
- Have an extensive base of geographical knowledge and vocabulary which used to express well-balanced opinions;
- Will be fluent in geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques;
- Will have the ability to reach clear conclusions and develop a reasoned argument to explain findings.

Implementation

Teachers will:

- Use the scheme of work and planning to enable all students:
 - To investigate local, national and global places and environments;
 - To communicate geographically using technical vocabulary;
 - To investigate patterns.
- Use fieldwork to enable students to observe the human and physical features of the local environment;
- Employ technology and virtual reality experiences to provide students with near 'real life' opportunities to experience the world around them, such as replicating a rainforest in the classroom;
- Implement the agreed entitlement to trips and visits which develop students' geographical understanding of the world they live in;
- Provide opportunities for students to practise and refine their map skills in a range of contexts;
- Study key individuals and groups who have, or are influencing, changes in the world and its climate.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Develop a sense of curiosity to find out about the world and the people who live in it and as a result achieve well academically;
- Understand about current issues in society and the environment in which they live;
- Develop a deep knowledge and appreciation of their local area and its place within the wider geographical context;
- Have a life-long ability to use skills and knowledge to navigate locally and have a wider global awareness;
- Be inspired to explore the United Kingdom and places of interest in the world throughout their lives and take enjoyment from doing so.

Health and Social Care

Intent

Health and Social Care develops students' understanding of human development and the holistic nature of healthcare provision supporting students to become compassionate, intuitive and active citizens.

The Health and Social Care curriculum will ensure that all students:

- Develop an increasing range of skills, particularly resilience and compassion, and use these to positively influence their own lives and that of others;
- Have a deep understanding of the importance of health and social care on the life chances of individuals and acquire the knowledge regarding the opportunities and challenges they face in managing people's health and well-being;
- Learn to become critical thinkers and gain key competencies in the areas of research, essay writing and exam technique which will support them in future study and their professional lives.

Implementation

- Plan and deliver lessons that ensure students gain knowledge and understanding of the development of people, the impact of life events on them and the different health and social care services available to support;
- Provide opportunities for students to learn to talk critically about differing health approaches including how this impact on their own lives and that of their friends and family;
- Ensure the curriculum focuses on the progression and continuity of skills over time to help students to develop skills and techniques in essay writing and health assessments. Students will understand how to analyse and interpret lifestyle and physiological data, and be able to design appropriate health and well-being improvement plans;
- Ensure students have the opportunity to speak to a range of people who work within health and social care, developing an understanding of importance of this vital vocation and the positives and areas to consider in this area;
- Provide opportunities for students to work in groups to foster confidence and creative approaches to tasks; there will be also opportunities embedded for students to work from a prescribed brief, work to deadlines, as well as accurately completing administrative tasks and processes;
- Celebrate students' work through classroom displays, student presentation and essay writing;
- Plan and deliver a curriculum that is inclusive for all students.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Have a life-long passion for understanding and supporting the needs of others;
- Assess and successfully address the needs of others within a range of different scenarios;
- Understand the different opportunities available to them in the Health and Social Care sector and the confidence to explore this professional route if they aspire to do so;
- Have the skills, knowledge, understanding and personal qualities to fully care for others.

History

Intent

History is the ability to use knowledge, empathy and understanding to learn from the past to influence and shape the future.

The History curriculum will ensure that all students:

- Learn from and about **our** local history, the history of the UK and its community and that of the wider world;
- Understand about the key events and people from the past and that we are a part of history;
- Develop skills to ask questions, think critically and empathetically;
- Take action for change. History helps us to understand the complexity of students' lives, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

Teachers will:

- Use the scheme of work and planning to enable all students to:
 - Know and understand their local history, through an exploration of the backgrounds of our community and our belief that we must learn from the past to better understand the future;
 - Use historically grounded vocabulary to communicate confidently, intelligently, empathetically and without bias.
- Plan a curriculum that works within a coherent and chronological narrative, from the earliest times to the present day;
- Model and teach students how to use different sources to understand how people's lives have shaped this nation;
- Plan opportunities for all students to consider, from different viewpoints, how the UK has influenced and been influenced by the wider world;
- Plan a curriculum to include opportunities of students to understand, compare and contrast subject themes, such as migration, food and farming, location and society at key points in history and concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses;
- Use carefully considered knowledge organisers to encourage independence and factual retention;
- Provide opportunities to regularly revisit previous knowledge using retrieval tasks and recall tests;
- Carefully monitor students' progress against key milestones and take swift actions to support those who fall behind;
- Celebrate students' work through classroom displays, school exhibitions and competitions throughout the GLC and the wider community.

Impact

Students will:

- Have a detailed knowledge of history over time, but more importantly, will secure the skills needed to be a historian and as a result achieve well;
- Be equipped with the cultural capital [skills, knowledge, norms and values] to be good, well-informed open minded and responsible citizens;
- Be equipped to 'Look to history to help to grip the future' and actively effect positive change.

Mathematics

Intent

The study of mathematics provides a foundation for understanding and communicating through reasoning, logical thinking, and problem-solving.

The Mathematics curriculum will ensure that all students:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that students develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions;
- Recognise how mathematics permeates the world around them.

Implementation

Teachers will:

- Plan opportunities for students to develop an appreciation of the beauty of mathematics as well as a sense of enjoyment and curiosity for the subject;
- Appropriately use the concrete-pictorial-abstract approach to enable students to explore mathematics using structured imagery and apparatus in order to understand and explain mathematical concepts;
- Rigorously teach and reinforce basic arithmetic skills to ensure mathematical fluency and automaticity;
- Model and provide opportunities for students to communicate confidently and fluently [with a secure sense of number] to explore relationships and generalise;
- Plan high-quality provision that excites, challenges and requires deep thinking through contextual variation of task;
- Model a positive attitude to mathematics and equip students with the confidence and resilience to take risks and persist;
- Provide opportunities for students to make rich connections across the areas of mathematics and use their knowledge across other subjects in the curriculum;
- Ensure that students are able to calculate accurately and efficiently, knowing when a mental strategy, jottings or a formal written method is appropriate;
- Model how to communicate mathematically using the correct vocabulary, diagrams and statistical graphs to explain their thinking where appropriate applying logical and critical thinking;
- Use questioning to: probe thinking, challenge, extend upon given answers, clarify, assess and support generalisation.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions;
- Use mathematics confidently in their everyday life to have choices, plan and make decisions and to operate successfully in our world. This will ensure that our students are well prepared for the world of work and further study;
- Have a good understanding of mathematics and use it to help them to secure employment using digital technology where appropriate.

Modern Foreign Languages

Intent

Languages foster a natural curiosity to explore other countries, cultures and customs and to communicate clearly and confidently.

The Modern Foreign Languages curriculum will ensure that all students:

- Can express their ideas and thoughts in another language and understand and respond to its speakers, both in speech and in writing;
- Have opportunities to communicate for practical purposes, learn new ways of thinking and develop an appreciation of different countries, cultures and customs;
- Develop a competency that is both broad and deep in the skills of listening, speaking, reading and writing based on a sound foundation of core grammar, vocabulary and phonics. As a result, gradually developing the skills of confidence and autonomy to access new and unfamiliar language;
- Work towards becoming a fluent and spontaneous speaker of a foreign language.

Implementation

Teachers will:

- Plan an engaging scheme of work that builds knowledge and skills incrementally and allows students to be immersed in the culture and customs of the target language. Lessons will include opportunities for students:
 - to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
 - to write phrases from memory and adapt these to create new sentences;
 - to listen attentively to spoken language and show understanding by joining in and responding;
 - to engage in conversations, ask and answer questions, express opinions and respond to those of others;
 - to write at varying length, for different purposes, uses the variety of vocabulary and grammar they have learnt;
 - to learn about cultural awareness and develop an ability to see the world from different perspectives;
 - to develop creativity and problem-solving skills as they find new ways of understanding and communicating;
 - to appreciate stories, songs, poems and rhymes in the language;
 - to express ideas clearly and understand basic grammar appropriate to the language being studied, key features and patterns of the language, how to apply these, for instance, to build sentences, and how these differ from or are similar to English;
 - to confidently model, and provide students with the opportunity to speak in full sentences, using familiar vocabulary, phrases and basic language structures, developing accurate pronunciation and intonation.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Have a good knowledge of vocabulary and grammar and the confidence to use these in speaking, listening reading and writing activities that help to achieve well;
- Speak a modern foreign language with increasing accuracy and be willing to take their language knowledge out into the world.

Music

Intent

Music enables students to become disciplined, creative and confident through singing, playing, composition and performances inspired by a range of cultures and eras in time.

The Music curriculum will ensure that all students:

- Learn rehearsal and performing skills through singing and playing percussion instruments;
- Open their minds to different styles of music from around the world and throughout history;
- Will, by learning about and performing music, increase their self-confidence, creativity and sense of achievement.

Implementation

Teachers will:

- Plan a curriculum that is focused on helping all students to learn to sing and play percussion with accuracy and confidence, both on their own and in a range of ensembles;
- Carefully model good technical skills and teach the appropriate technical language as the need arises through the curriculum delivery;
- Provide opportunities for all students to perform, listen to and talk about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- The curriculum will be developed to include:
 - The study of musical styles including: Classical, Baroque, Romantic, Modern, Jazz, Soul, R&B and Pop;
 - Music from the Western World, Latin America and Asia;
 - The study of music forms including, Binary, Ternary, Rondo, Song, Symphonic Poem and Opera;
- Plan lessons to develop skills in rhythm and metre through a range of percussion instruments and movement;
- Continuously help students to explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Have a life-long engagement with music being open-minded to explore and appreciate different music both live and recorded;
- Develop a detailed knowledge, but more importantly the skills needed to perform and talk about many different types of music and as a result they achieve well.

Photography

Intent

Photography inspires students to see and engage with the world around them through the eye of a lens. Students develop their knowledge of image taking and develop progressive levels of independence and decision making.

The Photography curriculum will ensure that all students:

- See and experience the world differently and to develop a life-long connection with photography;
- Open their minds to different styles of photography from around the world and throughout history and enable them to use what they learn to develop personal responses and develop the ability to express themselves;
- Through the development of analytical and creative skills, gain confidence and critical awareness which will support them in their future aspirations and professional ambitions.

Implementation

Teachers will:

- Plan and deliver lessons to develop the skills necessary to produce original work as students explore and record their ideas creatively;
- Promote imagination and independence through carefully planned tasks and groupings;
- Ensure the curriculum focuses on the progression and continuity of skills over time to help students to develop fine motor skills to become proficient in taking photos, organising successful composition and exploring DSLR camera settings;
- Promote the sketch book as a tool for students to organise their ideas and influences when planning, critiquing and producing their work;
- Provide frequent opportunities to talk about photography demonstrating an increasingly sophisticated use of technical language and articulating an understanding that there are no rules in photography, but being able to justify thought processes;
- Provide opportunities for students to learn to critically talk about the approaches and techniques of artists and to apply these in their own work;
- Expose students to the work of artists that equally represent the racial mix that characterises the UK as well as artists from now and the past and from the UK and across the world;
- Plan the curriculum to ensure the delivery of every students' entitlement to visit galleries and photography in the community;
- Celebrate students' work through classroom displays, school exhibitions and competitions throughout the GLC and the wider community;
- Provide opportunities for students to work in groups to foster confidence and creativity but as they progress they will increasingly work independently as they develop their personal responses to an artistic brief.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Be able to articulate a knowledge and appreciation of photography in many forms, styles and contexts;
- Be able to produce photographic works with skill and creativity justifying the artistic intention underpinning the work;
- Have a lifelong interest in photography and confidence to continue studying Photography beyond GCSE level if this is their aspiration.

Psychology

Intent

Psychology develops an understanding into how the mind can influence human behaviour as well as developing our students into well rounded active citizens.

The Psychology curriculum will ensure that all students:

- Develop care, compassion and understanding for self and others by having an acute understanding of the social, cognitive, biological, developmental and different areas of psychology;
- Value the importance of psychology and have an awe-driven curiosity of the human body and mind;
- Become scientifically literate and are able to articulate their knowledge and thinking in many different ways;
- Are skilled in a wide range of research methods and are able to analyse the correct method for relevant research.

Implementation

Teachers will:

- Plan and deliver a scheme of work that will focus on the progression of skills, knowledge and understanding over time including an understanding of how to conduct research, an understanding of others and the role that psychology can play in influencing the life of individual's but also society;
- Adopt a wide range of engagement strategies [including the use of technologies] to motivate students and secure their learning;
- Provide opportunities for students to work independently, in pairs and in groups and to demonstrate what they can do in a range of contexts including: within the classroom and through the exploration of research methods;
- Develop strategies and support to ensure that all students:
 - Develop the habit of reading widely and often, for both interest and information;
 - Acquire a wide vocabulary beyond the academic keywords required for the exam;
 - Appreciate the fascinating and diverse world of psychology.
- Develop strategies including effective modelling to ensure all students write clearly, accurately and coherently, adapting their response to appropriately address assessment objectives;
- Plan regular opportunities for students to engage in discussions around the issues and debates linked to each of the topics within psychology. Students will have the opportunity to make both informal and formal presentations with increasing sophistication as their subject knowledge develops so that they can elaborate and explain clearly their understanding and ideas; They will be able to do this in an empathetic way by considering all viewpoints and analysing these in their critiques of psychological theory;
- Systematically plan and teach students to understand and use correct scientific vocabulary from a psychological perspective; to talk confidently and to apply their literacy and numeracy skills;
- Effectively integrate key knowledge about influential psychologists and key studies where most meaningful.

Impact

Students will:

- Make good progress from their starting points and achieve well;
- Develop a detailed knowledge of the world of psychology;
- Have a detailed knowledge of the fundamental approaches to psychology and secure the skills needed to be a psychologist and as a result, will achieve well;
- Develop a lifelong love of psychology.

Physical Education

Intent

PE motivates students to develop a range of skills and to adopt physically active lifestyles whilst also supporting their emotional and social well-being.

The Physical Education curriculum will ensure that all students:

- Develop a life-long enjoyment of physical activity and understand the role it can play in supporting their physical fitness and well-being;
- Develop an increasing range of skills, but particularly confidence and self-esteem, and the physical effort and the determination to succeed and improve that will ensure they maintain a physically active lifestyle;
- Have opportunities to develop personal and social skills such as; communication, co-operation, leadership, tolerance and respect.

Implementation

Teachers will:

- Plan a scheme of work that provides a balance across the full range of sports and activities;
- Create opportunities for competitive sport within the school, the GLC and beyond;
- Model the skills and attitudes to be successful;
- Design activities and ways of working that focus on students improving upon their personal best;
- Identify and use sport role models to exemplify the key skills, value, personal and physical attributes;
- Foster a 'sport for all' ethos and identify and nurture talent;
- Inculcate the importance of warm-up, taking part and cool-down stages of exercise;
- Choose and use published schemes and materials to enhance the curriculum, including the Sports Leaders Award;
- Make opportunities to support the develop students' character, culture, personal development and well-being;
- Help students to communicate effectively in a range of contexts [e.g. during a match] to develop and justify explanations and opinions;
- Celebrate achievement in all its forms;
- Provide advice and guidance to parents of students who show elite potential or who show an interest in a sport that is not covered by the curriculum;
- Promote the importance of being physically active for sustained periods of time and will focus on helping students to understand the importance of this in promoting long-term health and well-being.

Impact

Students will:

- Have a lifelong engagement in health, sport and leisure;
- Have a knowledge of the health and well-being benefits regular physical activity;
- Have a good knowledge of different disciplines and as a result, will achieve well;
- Have an open-minded attitude to sport and be able to recognise and appreciate excellence.

Personal, Social and Health Education

Intent

PSHE is central to the development of each child, developing active and thriving citizens within a diverse, truly fair and equal community.

The PSHE curriculum will ensure that all students:

- Learn to develop key values including responsibility, resilience, compassion and aspiration, developing as active and thriving citizens within a diverse, truly fair and equal community;
- Develop the knowledge skills and attributes they need to thrive as individuals, family members and members of society;
- Develop skills and knowledge about rights and responsibilities in order to appreciate what it means to be a member of a diverse community;
- Will know how to keep themselves and others safe in society and online;
- Think critically and make responsible decisions based on knowledge gained;
- Develop critical thinking skills in-order to make informed choices based on knowledge gained.

Implementation

Teachers will:

- Model and teach the GLC values;
- Plan and deliver lessons to enable students to use vocabulary to communicate confidently, intelligently, empathetically and to develop and justify personal opinions and choices;
- Choose and use published schemes and materials to enhance the curriculum;
- Weave all aspects of PSHE into all areas of curriculum planning;
- Plan discrete units such as Sex and Relationships Education;
- Consistently apply rewards and consequences as shown in the Behaviour Policy;
- Exploit opportunities through classrooms and whole school display;
- Enrich the curriculum by identifying influential people and experts to use as role models and choosing outside speakers, visitors and visits that develop all aspects of PSHE;
- Assess and provide opportunities to create a climate that promotes equality and removes barriers, especially for minority groups and those underachieving;
- Ensure there are a range of position of responsibilities for all students and actively support the Academy councils;
- Liaise with other agencies such as local authority health teams;
- Work with parents to enable them to support their child's PSHE;
- Refer students as appropriate to inclusion services within and beyond their own Academy.

Impact

Students will:

- Have healthy and loving relationships into adult life;
- Have a can do attitude to secure and retain employment;
- Live within the social norms to be responsible and respectful members of society;
- Be able to deal with hardships with resilience and positivity;
- Maintain positive physical habits and health.

Religious Education

Intent

Religious Education explores a range of different beliefs and cultures and the impact of religious beliefs on students' lives and the lives of others.

The Religious Education curriculum will ensure that all students:

- Explore a range of different religious beliefs and develop an understanding of why people believe what they believe and the impact of religious beliefs on everyone's lives and the lives of others around us;
- Develop tolerance, self-awareness, respect and an understanding of our community and the world around us from a religious perspective/guiding moral principles;

Implementation

Teachers will:

- Plan an engaging scheme of work that builds knowledge and skills incrementally and allows students to be immersed in the culture and customs of the world's major religions. The curriculum will include opportunities for students:
 - To visit religious buildings and meet with members of that faith e.g. Westminster Abbey, Sikh Temple;
 - Experience religious practices to better understand their significance;
- Ensure that the curriculum is balanced so that every student has an understanding of different religions and life within those religious beliefs;
- Create a classroom ethos where students are encouraged to open their minds to the ways of living and beliefs of others: where debate can take place in an environment where it is acceptable for students to have any faith, or no faith;
- Help students to understand that in order to achieve cohesion British society aims to value tolerance of all religions;
- Make a clear distinction between the meaning of faith, religion and religious denominations.

Impact

Students will:

- Have a comprehensive knowledge of the major world religions and as a result will develop as confident, caring and fulfilled members of a diverse and truly equal society;
- Have a deep understanding of the spiritual, moral, social and cultural questions that surface again and again in their lives;
- Confidently and sensitively express an opinion about a religious belief and understand people may have a differing views;
- Show tolerance, respect and an understanding of those with different beliefs and of the world around them.

Science

Intent

Science is fundamental to understanding our world through observation, experimentation and enquiry.

The Science curriculum will ensure that all students:

- Acquire the skills knowledge and understanding to develop a wonder and curiosity about the natural world and the world around them;
- Through the exploration of biology, chemistry and physics, will become rational thinkers and will understand how science has impacted on their world and their lives;
- Understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes and data to draw conclusions;
- Understand the role of science in our future health and prosperity.

Implementation

Teachers will:

- Model how to be a scientist at every opportunity;
- Develop a coherent scheme of work that integrates the disciplines of biology, chemistry and physics. This will include areas such as:
 - Living thing: plants, animals and humans;
 - Evolution and inheritance;
 - Investigation of materials;
 - Forces and the physical world [including the earth's movement in space, electricity etc];
- Plan lessons allowing for a wide range of scientific enquiry, including the following:
 - Establish a hypothesis;
 - Undertake comparative and fair testing;
 - Research using secondary sources;
 - Observe and accurately record data to obtain results over time;
 - Seek patterns, classify and group;
 - Analyse data to draw conclusions and evaluate the process;
- Systematically plan and teach students to understand and use correct scientific vocabulary; to talk confidently and to apply their literacy and numeracy skills;
- Ensure that all students know how to access all parts of the curriculum safely;
- Effectively integrate key knowledge about influential scientists where most meaningful;
- Employ technology and resources in the classroom to enable students to work scientifically and to bring the curriculum to enhance the curriculum.

Impact

Students will:

- Have a detailed knowledge of the fundamentals of science and will secure the skills needed to be a scientist and as a result, will achieve well;
- Recognise the positive impact that science plays in their lives in areas such physical and sexual health, reproduction and sustainability;
- Understand that the only way to solve the major issues facing the human race and the planet is to work collaboratively through science to find solutions;
- Demonstrate a lifelong love of science.

Appendix 2: The government's accountability measures

Progress 8

Progress 8 is an accountability measure that determines students' progress across 8 subjects. This is a value added measure whereby students' results will be compared to students who had the same prior attainment score at KS2.

Progress 8 has been introduced alongside another accountability measure, Attainment 8, which will measure individual student progress. This is the performance score on which a school's Progress 8 score will be determined.

Attainment 8

The Attainment 8 score is the average measure of an individual student's progress across their 8 best performing subjects which fall into three 'Attainment 8 buckets'; if these 8 best subjects do not fall into the three designated buckets for 'English & Maths', 'Ebacc' or 'Other' subjects, the score will not be counted.

The difference between Progress 8 and Attainment 8

The Attainment 8 score measures the achievement of an individual student across their eight best performing subjects. The Progress 8 score measures how well they have progressed since their time in secondary school compared to their peers who were at the same level as them at key stage two. Collective student Progress 8 scores will be used to determine the success of whole secondary schools based on how much progress all students have made.

The three buckets in which subjects will fall are as follows

Bucket 1: English and Maths

These slots will be filled by English and Maths. The score for Maths will be double weighted, whereas the English score will only be double weighted if both English Literature and English Language are taken. The highest scoring English mark will then take the double weighted space in Bucket 1, whilst the remaining English score can be used in the third bucket, but only if it is of a higher score than other subjects in this bucket. This is the only bucket in which scores are double weighted.

Bucket 2: Ebacc subjects

Bucket 2 will be filled by a student's three highest performing grades from the Ebacc subjects, which are as follows:

- Core, Additional, Triple Sciences;
- Computer Science;
- History;
- Geography;
- Languages.

Bucket 3: Other subjects

The final bucket will be filled by the three 'Other' subjects in which students have received their highest grades. These can include the remaining English subject [dependent on whether both English Literature and Language were taken, although the score will not be double weighted], and lower graded Ebacc subjects.

Slots can also be filled by 'Other' GCSEs or approved academic, arts or vocational qualifications by the DfE. It must be noted that this bucket again takes the highest scoring grades out of all of these subjects. For example, if a student did take English Literature and Language as well as Media Studies and their grade for Media Studies is higher than the remaining English grade, this will be counted.

It is not mandatory for students to fill all three buckets or to take 8 qualifications, however, if a slot in any bucket is not filled, students will receive a score of 0.

Where will this be used?

In order to find out a student's individual Attainment 8 score, the grades from the three buckets are added together and then divided by 10 (regardless of whether or not all slots are filled with a grade) - this will then tell us the Attainment 8 score. Grades are divided by 10 to reflect the 8 subjects taken - Maths and English count as 2 slots due to their double weighting.

It is a student's Progress 8 score that will be published in performance tables and will replace the current system of students being expected to make 3 'levels' of progress from KS2 to KS3.

Appendix 3 English Baccalaureate

The **English Baccalaureate** [EBacc] is a school performance indicator linked to GCSE results. It measures a student's attainment by calculating an average score from specified subject grades. The EBacc includes subjects which are considered 'essential to many degrees'.

In order to have an EBacc score for any student, they must take the following subjects at GCSE level:

- English Language **and** English Literature;
- Mathematics;
- **Either** Combined Science **or** three of [Biology, Chemistry, Computer Science, and Physics];
- A Modern Foreign Language;
- Geography **or** History.