

Curriculum Vision and Statement



Aims:

The curriculum, at Longsands Academy, is defined as *'the knowledge, skills & values students are expected to learn, the units and lessons that are taught, the planned sequence of instruction, the resources used to support teaching and the assessments used to evaluate learning'*.

At Longsands Academy, our curriculum is designed to fulfil our core purpose which aims to *secure the best possible experience, learning and outcomes for each young person for whom we have responsibility.*

As such, we believe that students are entitled to be immersed in 'the best that has been thought and said' which is best achieved through a broad and balanced, knowledge-rich curriculum. In addition, our provision is tailored so that all students, whatever their background and ability, can follow suitable pathways, from Years 7 through to Year 13, which maximise their chances to progress their learning and achieve academic excellence and success in public examinations, enabling them to successfully access the next chapter of their lives.

Our commitment to promoting an ethos of learning for life and work throughout all aspects of the Academy as well as our provision of a wide range of extra-curricular opportunities aims to instil our core values in students, including care and respect for self and others, honesty, creativity, clear and open communication, high aspirations and the determination to fulfil them and strong relationships and shared goals achieved through teamwork.

We aim to develop a knowledge-rich curriculum which:

- communicates that knowledge is worthwhile in itself;
- ensures that knowledge is sequenced and mapped deliberately and coherently;
- develops a culture of subject communities which powers shared passion and mutual support for our teachers so that school subject is linked to its academic practice;
- promotes intelligent interdisciplinary links between subjects;
- creates an aspirational high achievement culture which allows all students to experience success;
- develops young people who can understand and interpret the world and are able to make a positive contribution to society in modern Britain.

Curriculum Principles:

- Curriculum design and development is an ongoing process of renewal and refinement. The development of the curriculum is the responsibility of all teachers. Senior Leaders are responsible for ensuring subject leaders and teachers have sufficient time and resources to devote to evaluation and development of the curriculum.
- Clearly differentiated, 7-year curriculum pathways which allow for the progressive acquisition of substantive and disciplinary knowledge.
- Carefully sequenced mastery of knowledge and skills where depth takes priority over breadth and learning time is appropriate for all subjects and courses. In this way, the curriculum itself is the progression model; its mastery is progress.
- Pedagogy which links adult authority, powerful knowledge and its transmission so that knowledge is taught to be remembered.
- Curriculum design embraces learning from cognitive science about memory, forgetting and the power of retrieval practice.

- Appropriate time is given to literacy and numeracy to ensure that all students can access the full curriculum and have the essential skills needed for life.
- Vocabulary development in the curriculum contributes to improved oracy and literacy outcomes, ensuring students use spoken and written language to communicate effectively.
- Uses a range of formative and summative assessment that is authentic to each subject, allows all stakeholders to monitor students' learning of the curriculum.
- Additional support and challenge is targeted to ensure all students make at least national rates of progress.
- Additional time is invested in a comprehensive programme of trips, visits and extra-curricular activities including sport, music (orchestra and choir), visual arts, dance, drama and STEM activities. There is daily support for home learning and revision, in the Library.

The Curriculum: Years 7 - 9

We have a traditional Key Stage 3 Curriculum which the majority of students in Years 7, 8 and 9 will follow, taught in one-hour blocks (the numbers indicate hours of lessons per week); further information about programmes of study can be found on our website:

	Year 7	Year 8	Year 9
English	3	3	3
Maths	3	3	3
Science	3	3	3
Art	1	1	1
Learning for Life & Work (LLW)	1	1	1
Geography	2	2	2
History	2	2	2
Computing	1	1	1
MFL	3	3	3
Music	1	1	1
PA	1	1	0
PE	2	2	2
RE	1	1	1
Technology	1	1	2*
Latin (*targeted Y9 only, uses 1 period of Technology)	0	0	1
Total	25	25	25

Literacy support is provided for a cohort of students whose reading and spelling ages indicate that a specific, targeted intervention would support their ability to fully access our curriculum. This intervention takes place during PE and LLW for a bespoke period of time.

For students who are significantly behind in their chronological reading and writing ages, additional support is provided through our Intensive Literacy (i2L) programme to enable them to catch up. i2L is a provision for students whose reading and spellings ages are significantly below their chronological age and whose Key Stage 2 SATs are below 90, when they join us at the start of Year 7. Students are selected for i2L based on recommendations from junior school staff as well as their Key Stage 2 results and our own assessment of reading and spelling ages. The aim of the course is to provide the opportunity for accelerated learning in English and Maths and develop confidence in their abilities to access the secondary curriculum. Students will concentrate on key literacy and numeracy skills in year 7 and build on these skills as they progress. It is expected that students will remain as part of i2L throughout Key Stage 3 and are highly likely to access an alternative curriculum when they begin their GCSE studies. As a result of following the European Studies programme during Year 7 only, i2L students will not be able to choose MFL as an option at GCSE.

Programme of Study

Students in i2L will not go to mainstream English, Maths and MFL lessons (9 hours per week). During this time they will be taught as a smaller group following a bespoke curriculum (all other lessons are in mainstream classes):

- 5 hours of Literacy and learning/social skills
- 3 hours of Mathematics
- 1 hour of European Studies in Year 7
- 1 hour of Technology in Years 8 and 9

As a result of high levels of support and staffing within i2L, students split into smaller groups during lessons to allow highly differentiated learning. Additional support is tailored based on the needs of the i2L students; for example, students with significant difficulties with basic literacy will also access highly structured reading and spelling programmes within Learning Support.

Years 10-11: GCSE Studies

All students study the following core curriculum (hours per week):

- English – Literature and Language (4)
- Mathematics (4)
- Science – Combined or Triple (Biology, Physics and Chemistry - 6)
- Physical Education (non- examined - 1)
- Learning for Life and Work (covers PSHE, Citizenship and Study Skills - 1)

Subject Choices (3 hours per week):

To qualify for the Ebacc, the majority of students **must** choose one from: Geography or History **and** one from French, German or Latin.

Other Subjects:

- Business Studies
- Child Development
- Computer Science
- Construction – BTEC Level 1/2
- Design & Technology
- Drama
- Economics
- Fine Art
- Food & Nutrition
- Geology
- Media Studies
- Music
- Photography
- Physical Education & Sport
- Religious Education

Alternative Pathways

Our Key Stage 4 curriculum aims to ensure that all students have the opportunity to follow a GCSE pathway appropriate to their abilities and interests. As a result, we offer three GCSE pathways to meet the specific learning needs of our students and to enable them all to enjoy and achieve:

Pathway 1 – Triple Science plus three further options (9 GCSEs)

Pathway 2 – Combined Science plus three further options (8 GCSEs)

Pathway 3 – Combined Science plus two further options (7 GCSEs)

Notes:

1. Pathways 1 & 2 enable Ebacc achievement.
2. Pathway 3 supports our i2L students who need additional time to secure their progress in English and maths to enable them to achieve the best possible learning and outcomes in these two key subjects.

The Ebacc

The English Baccalaureate (Ebacc) is a school performance measure. It allows people to see how many pupils were entered for, and achieved a grade 5 or above, in the core academic subjects in any government-funded school. These subjects include English, maths, the Sciences (Biology, Chemistry, Physics, Computing), a humanities subject (History or Geography) and a modern or ancient foreign language (French, German, Latin).

After consulting with school and academy leaders, the Department for Education published its response in the document entitled 'Implementing the English Baccalaureate' in July 2017. This included a confirmation of the government's manifesto pledge that 90% of Year 10 students will study the Ebacc, although the deadline for this was delayed until 2025; in the meantime, the ambition is for 75% of Year 10 students to be studying the qualification by 2022. The decision regarding for whom this pathway is unsuitable is to be left to the discretion of schools.

Our response to this has been to review the experience of students studying the range of Ebacc subjects, especially languages as this is the Ebacc aspect which traditionally has the lowest take-up at GCSE. Routine reviews of our languages curriculum, especially that studied by students in Years 7-9, has established an initial common grounding in French followed by an option to extend learning to a second language at the end of Year 7. As a result, our most able linguists study two languages in Years 8 & 9 which is intended to organically increase the take-up of French and German when students choose their GCSE subjects. In addition, targeted Year 8 students are offered the opportunity to study Latin in Year 9 with the option of further pursuing this subject at GCSE.

With this in mind, therefore, we insist that students for whom this route is appropriate choose the Ebacc suite of subjects. Our stated intention is that all students of all ages and abilities have the opportunity to study a broad, balanced and knowledge-rich curriculum which enables them to enjoy and achieve and we are confident that our curriculum offer will enable this to be the reality for students studying at Longsands Academy.

Outside regular curriculum time students have opportunities to obtain accreditation for additional subjects and programmes including Further Maths and the Duke of Edinburgh Award at Bronze and Silver level.

Years 12 and 13: A Level Studies

To gain entry to the Astrea Sixth Form St Neots, students applying must achieve an average points score (APS) across at least 8 subject to access particular academic and vocational pathways.

A Level Courses:

Confidence band*	APS	Subjects included
Purple band	6.5	Biology, Chemistry, Maths, Further Maths, Physics
Yellow Band	5.25	Accounting, Business Studies, Classical Civilisation, Economics, English Language & Literature, English Literature, French, Geography, Geology, German, Politics, History, Law, Music Technology, PE, Psychology, Religious Philosophy & Ethics, Sociology
Blue	4.25	Applied Science, Fine Art, Criminology, Children's Play, Film Studies, Health & Social Care, Media Studies, Photography, BTEC Sport, BTEC Business, Btec Computing

*Confidence bands come from L3VA data and show the level of prior attainment required to indicate a successful outcome on specific L3 courses

Courses may not run if numbers are insufficient – currently 10 learners per group

Alternative Pathways

An alternative, 1-year pathway is offered to those whose APS falls between 3.5 and 4.5. Our 'Access programme' offers the following routes

Access programme		
Access to A levels	Access to Sport	Access to Beauty
L3 Digital Media (AS equivalent)	L2 Double BTEC in Sport	L2 CTEC in Beauty Therapy
GCSE Sociology	Football Scholarship	Maths resit
L2 Btec Travel and Tourism	Maths resit	English resit
Maths resit	English resit	
English resit		

The aim of this programme is to support students' future application to study Level 3 courses or to enter the world of work.

Learning Partners

St Neots Town Football Club's scholarship programme provides an opportunity for young people to follow a full-time sports-based programme of study alongside access to high quality football development opportunities.

Stageworks Studios is a specialist performing arts college offering technical training to students looking to develop their talents and access further professional training and work.

Additional Qualifications and Awards

Our enrichment offer to students in the SNSF includes the Extended Project Qualification (EPQ) to support their application to university, Core maths (equivalent to an AS), Young Enterprise, Community Service, Reading Leaders, Maths Leaders.