

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 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 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 work and supervised study, in the Library.

The Curriculum: Years 7 - 9

We operate 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	4
Art	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	3	3	2
RE	1	1	1
Technology	1	1	2
Latin (run as an extra-curricular club for targeted students)	0	0	0
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 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.

The Curriculum: Years 10-11

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. We aim to prepare each student as well as possible for the most appropriate, aspirational and prosperous progression route when they graduate from Longsands Academy and as such we recommend students for one of three pathways to help guide their GCSE subject choices. Using Progress Review data and prior attainment data from primary school, each student will be selected who either:

- is strongly recommended to follow the EBacc pathway.
- could follow the EBacc pathway but would be better suited to the Open Options pathway.
- will be invited to follow the Access pathway to support their learning needs.

Further information about the pathways is set out in a personalised letter which accompanies the Year 9 Preference booklet.

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

- English – Literature and Language (5)
- Mathematics (4)
- Science – Combined or Separate (Biology, Physics and Chemistry - 6)
- Physical Education (non- examined - 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
- Physical Education & Sport
- Religious Education

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 7-11: Learning for Life and Work (LLW)

Learning for Life and Work aims to develop a wide range of skills, strategies and coping mechanisms which students can take with them to help them to be successful in their future lives, whether that be; future relationships, future careers, future decisions relating to their health and well-being or future contributions to society. Each academic year, the Academy holds ten 'drop down mornings' in which timetabled lessons are replaced with a focus on our LLW

provision. During these drop down mornings, students learn about: enterprise and an understanding of economic wellbeing, sex and relationship education, British values, global issues and diversity, healthy lifestyle choices and drug and alcohol awareness.

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.

