



# Swinton Academy

*At Swinton Academy, we will make a difference*



## **Curriculum Intent, Implementation and Impact Statement**

At Swinton Academy the intent of our curriculum applies to all students, whatever their age, ability, gender, special educational need, disability or ethnicity. Our intent is to:

- Develop self-aware young people who can independently problem solve and are well prepared to contribute to wider society.
- Provide stimulating, high quality educational experiences which enable all students to reach their full potential.
- Inspire students with culturally rich experiences through a broad and carefully sequenced curriculum.
- Provide students with a broad, balanced and culturally rich experience which covers the full National Curriculum and more, taking local context into account.
- Build on students' personal development so that they become culturally rich and aware of issues and diversity that they, and others, may face in the future so that they can become responsible citizens.
- Challenge, inspire and motivate our young people so that they can develop strong cognitive skills and a love of learning.
- Ensure all students are fluent, confident readers who benefit from access to a wide range of reading material, including fiction, non-fiction and challenging academic texts.
- Build links between curriculum topics within subjects to enable students to gain a deeper knowledge and understanding of ideas and concepts.
- Provide students with access to a range of learning opportunities both inside and out of the classroom to provide context to real world applications and enable our students to be better prepared for adulthood.
- Enable and equip all students with a range of learning and problem solving strategies which they can take with them on their educational journey and into the workplace.
- Promote cultural diversity, British values and protected characteristics.
- Build the confidence of young people so that they are able to live safe, healthy and fulfilling lives.
- Expand students' perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility.

- Ensure students leave us as confident, resilient and tolerant young adults who are fully equipped with all the skills necessary to take their place in modern society, whatever their chosen career path may be.

#### Curriculum implementation:

Subject specialism plays a pivotal role in our curriculum design and as such, each faculty has its own subject-specific intent and implementation statements that reflect the core aims of the academy curriculum. These state clearly what knowledge, understanding and skills students will develop over time as well as the rationale for the choices made with regard to content and skills. Across the subject spectrum, they work in synergy to ensure our students benefit from a broad and balanced curriculum.

Subject teachers have identified the 'Big Ideas' of each subject, that is to say, the key knowledge and skills students will need to master within each discipline. They have carefully mapped out the sequence in which they are taught and how students are able to build upon prior learning and revisit it to reinforce memorisation and retention, whilst enabling students to transfer and apply their learning in differing contexts. In Dylan Wiliam's foreword to the National Curriculum and the Teachers' Standards in 2018, he states 'The difference between a collection of topics to be studied and a well-designed curriculum is the same as between a pile of bricks and a house. The elements are important; but how they are assembled is much more so.'

Subject medium and short-term plans should incorporate the following key principles:

- 'Teach to the top'. High expectations for all learners with due regard paid to the personalised support some will require to achieve the learning objectives;
- Clear reference to the subject's 'Big Ideas', how these are sequenced and how students develop their knowledge and skills within each strand;
- Metacognition. To support students to become effective, self-regulated learners there will be explicit teaching of cognitive strategies, effective modelling, opportunities for independent application through use of the 'Resilience Zone' and guided reflection;
- Development of disciplinary literacy through the identification and explicit teaching of key subject vocabulary;
- Development of fluent readers. Regular opportunities to read high quality, age-appropriate academic texts relevant to each subject and which are aimed at increasing confidence and resilience;
- Development of numeracy skills within the context of individual subjects;
- Enhancement of students' cultural capital through careful selection of diverse, engaging resources which broaden students' horizons and ensure that students have regular exposure to 'the best that has been thought and said';
- Opportunities to contribute to students' personal development within the context of the subject discipline, including drawing links to future careers;
- Timely and effective use of low-stakes testing and summative assessment;

- Setting of homework which extends students' knowledge and understanding and develops their independent learning skills.

A twenty minute tutor period each day enables students to explore some of the personal development and spiritual, moral, social and cultural elements of the curriculum, with additional drop down days calendared throughout the academic year to support this learning. Each week, students participate in a twenty minute year group assembly where personal development, academic and enrichment themes are explored.

The personal, social and health education (PSHE) curriculum across Key Stages 3,4 and 5 ensures that important themes are explored by students in a variety of differing learning contexts. Within the core themes of health and wellbeing, relationships and living in the wider world, students explore a range of topics and understand what it means to be a British citizen. All statutory frameworks have been adhered to when developing our personal development framework. We are confident that students will develop the knowledge and understanding required to enable them to make positive and informed personal decisions.

Our enrichment and extra-curricular programmes enable students to continue their learning beyond the classroom. We have a wide variety of sports clubs; health and fitness is promoted across our academy. We value the importance of educational trips, visits and residential experiences and ensure that all year groups access opportunities that champion their learning and enrich their experiences.

We evaluate the impact of our curriculum through:

- Regular low-stakes testing of the components of the curriculum
- Formative and summative assessment of the composites of the curriculum
- Student voice
- Learning walks
- Work scrutinies
- Parent/carer voice
- Analysis of co-curricular uptake
- Key Stage 4 and 5 option choices
- Analysis of students' attitudes to learning
- Student outcomes