GEORGE SALTER ACADEMY

Curriculum Policy

Policy prepared by: Mrs R. Bellingham (Principal)

Responsible for policy: Mrs R. Bellingham (Principal)

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‘One World In One School’

The Curriculum at GSA

Ambition - Belief - Courage

We are George Salter Academy and we are ambitious for every child. We defy disadvantage and believe that all students, regardless of their background, should be equally able to realise personal goals, achieve outstanding outcomes and reach their full potential. We promise to provide the same breadth and depth to our curriculum and provision for all students regardless of background or prior attainment.

Our students will develop a passion for learning which will allow them to make informed decisions and determine their own future amongst the demands of 21st century life.

We want to see a society that benefits from the contributions of our well-educated and empowered young people.

We want our students to be:

Articulate young people- who are to disagree or agree with a depth of understanding
Curious learners – who enjoy learning, making progress and achieving their potential
Confident individuals – who lead safe, healthy and fulfilling lives with high aspirations
Responsible Citizens – active globally aware young people ready to tackle the world

The GSA Curriculum Intent

At George Salter Academy we are relentless in our ambition for young people and offer a broad, balanced, knowledge-rich and age-related curriculum for our students. The curriculum is constantly reviewed and developed to meet the needs and strengths of our students.

Our seven year curriculum journey aims to build on the foundations of learning at Key Stage Two. Teachers and leaders have carefully planned and designed Curriculum Maps and Schemes of Work for each key stage so that students are supported to build on prior knowledge whilst acquiring new knowledge and skills.

Subject leaders and teachers are subject specialists; students and parents can be confident that subject knowledge of staff and educational pedagogy is of the highest quality. Teachers work collaboratively with each other to make links across the curriculum so that students are able to see and independently make connections between subjects.

At George Salter Academy, we believe that every student is entitled to experience a broad and balanced curriculum that ensures all statutory requirements are met whilst equipping students with the knowledge and skills to be successful.

We intend that our curriculum is:

- challenging for all
- core knowledge rich
- coherent and well sequenced
- cross curricular
- worthwhile
- relevant to our students' next steps

We intend that our wider curriculum:

- provides opportunities for deep learning
- promotes wider inter cultural understanding
- promotes our students' mental and physical wellbeing
- enables our students to become happy and successful members of society

Through our curriculum intent we aim to develop students who:

- have high expectations
- know more
- commit learning to long term memory
- are resilient, successful lifelong learners
- have high aspirations for their future

Key Stage 3

In our three year Key Stage 3 curriculum design we provide breadth and balance through the study of National Curriculum subjects. Our Key Stage 3 curriculum focus is the mastery of knowledge and skills needed for future learning whilst also providing a plethora of enrichment opportunities for students. We articulate clear age-related expectations to ensure that outstanding progress can be achieved by all students.

At George Salter Academy, our three year KS3 curriculum is knowledge-led, challenging in terms of content and rich in experiences which will help to develop the cultural capital of our students; our students will be independent, confident and love learning. The curriculum is coherent, interleaved with clear cross-curricular links to deepen students' long term memory and therefore their resilience.

Every subject area outlines the key concepts the students must master in the form of a knowledge organiser. To build long term memory, regular, routine testing takes place in lessons. Homework consolidates literacy/numeracy terms in the form of revision and these are tested in lessons.

All students have the same curriculum entitlement but where needed, there is intervention through years 7 and 8 for the development of core knowledge and skills, with particular emphasis on supporting reading.

Key Stage 4

There is a balanced and broad range of challenging and rigorous courses in Key Stage 4 where students are explicitly aware, at every stage, of what they are learning and what they will be tested on. We pride ourselves on developing artists, linguists, historians, geographers and athletes of the future.

We start our Key Stage 4 curriculum in year 10; all students follow courses with appropriate guided learning hours for course completion. During this two year period all students study: English, Mathematics, Science, PE, PSHE, RE and Careers. British Values, SRE and Citizenship are developed within the taught academic curriculum.

The curriculum is broad and well balanced with English Baccalaureate (Ebacc.) qualifications available for all.

All students have an opportunity to consider studying a language. All students have the choice to study either history and/ or geography and select three further options. In KS4 there is a Triple Science pathway where students have the opportunity to study triple sciences, history or geography, and two further options.

Students can follow pathways through Vocational Qualifications, traditional GCSEs or a combination of both. Curriculum options in years 10 and 11:
Art & Photography, Textiles, Business GCSE, Business Vocational, Child Development, Health and Social Care, Catering, Geography, History, Computer Science, ICT, Spanish, Sociology, PE, Sports Studies, Music, Music Technology, Product Design and RE.

Key Stage 5

The intent of the curriculum at Key Stage Five is to recognise the prior learning and attainment of sixth form students and enable them to build on this, whilst consistently meeting the high expectations instilled on them as role models within the academy. Sixth form programmes of study are designed so that students are able to develop the in-depth subject knowledge, conceptual understanding and key transferable skills that will allow them to make the eventual progression to higher education or quality employment. The curriculum does this through flexible learning pathways designed to reflect students' abilities, interests and career aspirations, together with enrichment provision and personalised careers guidance.

Students are expected to meet the minimum entry requirements for each course. These requirements are published in our Post 16 Admissions folder and discussed with students prior to admission to the 6th Form. Students will normally embark upon a tailored study programme at one of the following levels:

Level 3 – these are students who have achieved a grade 5 or above in both GCSE English and Mathematics. Students study three level 3 courses in year 12 and complete these in year 13.

The curriculum is blocked into five blocks, three of which take place as morning sessions, and two as afternoon sessions. The rationale behind the blocking is to:

- make it possible for students to be able to take combinations of subjects leading to specific career outcomes e.g. Sciences and Mathematics
- arrange the blocking to ensure viability of teaching groups
- strategically develop and offer maximum breadth of subjects

Banding in Key Stage 3 and 4

The students are placed in two equal bands and follow an identical curriculum which consists of the following subjects; English, Mathematics, Science, PE, Geography, History, RE, MFL at KS4 and Art, Music, Technology including Food Technology at KS3.