

## **Aims and ethos**

### **'Potential into Performance'**

#### **Our aim:**

To create centres of educational excellence that inspire all pupils to turn their *potential into performance*

#### **To achieve this our schools will:**

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

#### **The Trust will support our schools by:**

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their *potential into performance*

## **1. Curriculum Intent:**

Our Trust Vision Statement (above) makes clear our intention to offer a broad and balanced curriculum in each of our schools. Each Academy within the Trust serves a truly comprehensive intake and seeks to be inclusive by nature. Implicit in this is that our pupils come with a wide variety of backgrounds, experiences, interests and abilities. Equally, there is a wide range of local employment in the Swindon area (where all our schools are situated), suggesting that a broad curriculum is the best preparation for our pupils for local workplace opportunities. The most recent analysis of Swindon employment trends suggests there is a strong growth in graduate opportunities within the area and, as HE progression rates within the area have traditionally been weak, a key driver for the Trust has been to expand the age range of Lydiard Park Academy to include a Sixth Form Centre, to provide engaging opportunities pre-16 that encourage our pupils to progress to level 3 qualifications and, ultimately, to ensure the progression rate to university from our (relatively new) Sixth Form Centre is strong.

Consequently, to fulfil our overarching aim of allowing each pupil to turn their 'potential into performance' we need to ensure that our curriculum gives access to a broad spectrum of subjects and opportunities, so there is something that each pupil can access and develop in response to their own profile of skills, abilities and interests. Our curriculum thus seeks to place an equal importance on each subject, giving a suitable time and resource allocation to allow each to be highly successful. Equally, we place a high importance on ensuring that all parts of the curriculum are delivered by well-qualified staff with the necessary degree of subject specialist knowledge to provide a rich and well-planned curriculum, delivered in a varied and engaging manner.

Each Trust Academy follows the National Curriculum as the framework for our broad and balanced curriculum. We also follow the recommendations therein for the allocated time for each part of the curriculum. For example, each secondary academy delivers the Key Stage 3 National Curriculum in three full years (Years 7 to 9) and GCSE specifications in the two full years (Years 10 and 11) as intended in examination board specifications. The profile of our typical secondary intakes is broadly in line with national figures, which means that a significant proportion of our pupils need a full three year KS3 in order to develop their core skills to the point where they can go on to make the most progress on GCSE courses.

Equally, we believe that pupils who are more able are best served by having a greater breadth of experience during a full three year KS3, rather than starting GCSE courses early and potentially before they have gained the maturity of approach needed to access the highest possible outcomes. (The exceptions to this are for our most able science students, who commence aspects of their Triple Science GCSE course in Year 9, in order to avoid the alternative of having fewer option choices than their peers in Years 10 and 11. The other exception is for Geography and History with students starting their GCSE in May of Year 9 due to the high level of content which needs to be taught).

In addition, we offer both GCSE and high quality vocational courses in some subject areas to allow for different styles of learning. In Science, there is a triple award (separate sciences) GCSE course as well as a combined science course to allow for greater stretch and challenge for our more able science students.

A key focus for our Trust is to improve the continuity of curriculum between primary and secondary phases. Thus, we are joining the expertise from Trust primary and secondary colleagues to create a jointly produced curriculum for Years 5 to 8. This is an on-going piece of work that includes:

- \* developing common approaches to aspects of pedagogy and classroom practice
- \* The utilisation of primary expertise in ensuring that Years 7 and 8 build on the skills and knowledge first developed in KS2, avoiding lost time and repetition
- \* The utilisation of secondary subject expertise in ensuring that Years 5 and 6 build a firm foundation for the early years of secondary education. This includes the introduction of some specialist subject delivery in Years 5 and 6
- \* Increasing the sharing of resources (teaching resources and access to specialist facilities) to the maximum benefit of pupils in both primary and secondary phases

In addition to the formal taught curriculum, we offer a range of extra-curricular opportunities including health and fitness related clubs and teams, and leadership opportunities such as a popular DoE Award scheme. A programme of clubs and opportunities is published on a termly basis and a significant portion of pupils stay for 'Session 6' every day. The curriculum is also enriched with a good number of trips and visits, many directly related to aspects of study (such as WW1 Battlefields trip, geography fieldwork etc.) but also augmented by trips that widen our pupils experience and perspective on the world. There is a focus on Culture and Character traits which permeates through the Key Stages.

## **2. Curriculum Implementation**

As our Trust secondary academies are neighbouring schools serving a very similar demographic, our Trust approach is to develop a common curriculum from Years 7-11, allowing pupils from both schools to be equally well prepared for post-16 courses at either the Trust's Sixth Form Centre or an alternative provider. Thus, teachers of the same subject from either secondary academy work as an extended team to develop common schemes of work for Years 7 - 9. These are being further refined in light of the input from Trust primary colleagues (as above) to ensure that there is no dip in progress when a pupil transfers to secondary school. Our intention is that this common KS3 curriculum will lead to a single Trust choice of examination board at GCSE for each subject, with a complimentary choice of A level specification then on offer at the Trust Sixth Form Centre. We believe this approach allows for:

- \* the effective sharing of best practice between our academies
- \* effective moderation and quality assurance of subject standards
- \* staffing flexibilities to ensure high quality delivery
- \* greater efficiency in the use of equipment and resources

Implicit in this approach is that the curriculum offer and subject time allocation will, as far as possible, be equivalent at each secondary academy.

## 2.1 Teaching Methodology

We believe that pupils thrive best when teaching is based on active and varied learning opportunities. We particularly promote the TEEP approach (Teacher Effectiveness Enhancement Programme) and our secondary CPD programme for staff is strengthened by the common language for teaching and learning that knowledge of TEEP brings. Thus, to reap the maximum benefit in terms of enhanced teaching and learning, all secondary teaching staff joining the trust will be provided with TEEP training.

(At primary level there is a similar emphasis on children learning by doing and thinking, becoming actively engaged in their learning. Although, at primary level, there is not a national programme such as TEEP adopted as core Trust practice, the Trust is developing a core of shared approaches that we expect all primary teaching staff to be familiar with, and this will be supported with training).

There is a personalised approach to teaching and learning scaffolding for less able learners and extending and enriching for more able. The introduction of the Diagnosis, therapy, testing model after assessments gives a focus on what individual pupils do not know or understand and re-teaches and re-tests their knowledge. An emphasis has been placed on Retrieval Exercises which has been expediated due to the COVID-19 pandemic.

The school embraces technology to support and promote independent learning with subscriptions to SAM Learning, Active Learning (MFL), PiXL apps, MyMaths and setting homework using Show My Homework. There is also a VLE, where teachers can share resources to support pupils and KS4 and KS5 revision materials. In times of self-isolation and lockdown the continuity of the curriculum is ensured through Microsoft TEAMS and Show My Homework.

## 2.2 Our Taught Curriculum

### Key Stage 3 (Years 7 to 9)

<b>KS3 (Years 7-9)</b>	<b>English</b> <i>4 hrs</i>	<b>Maths</b> <i>4 hrs</i>	<b>Science</b> <i>3 hrs</i>	<b>MFL</b> <i>3 hrs</i>	<b>Humanities</b> <i>3 hrs</i>	<b>DT</b> <i>2 hrs</i>	<b>PE</b> <i>2 hrs</i>	<b>Art</b> <i>1 hr</i>	<b>Computing</b> <i>1 hr</i>	<b>Drama</b> <i>1 hr</i>	<b>Music</b> <i>1 hr</i>
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Art, Computing, Drama, Humanities, Music and Science (years 7 & 8 only) are taught in mixed ability groups with smaller nurture groups identified in each year group, using KS2 prior attainment, CAT scores and SENCO input. The number of support groups can be adapted dependent on the ability of each cohort. This provides more effective targeted differentiation and TA support where necessary. Maths is set independently of other subjects in years 7 and 8. English is taught in mixed ability in years 7 and 8. To support the transition from primary to secondary, in year 7 we have a dedicated transition teacher who delivers the English, maths, Science and Humanities curriculum to a smaller nurture group, whose membership is determined by our SENCO. In year 8, we have similar nurture groups in English and maths to provide continued support.

Humanities covers Geography, History and Philosophical Thinking (RS) disciplines and is delivered through different topics by the same teacher in years 7 and 8 to provide continuity and encourage links. In year 9 Humanities rotate groups to allow teachers to specialise within their subject areas. PSHE is delivered through a rolling programme of 5 lessons each term, where the timetable is suspended for the period and pupils are taught by their tutor. The programme is planned and resourced by a PSHE subject specialist and linked to the 'Thought for the week', the assembly programme and national or worldwide events, i.e. World Space week, throughout the year. Safeguarding is also built into the assembly programme, PSHE sessions and through the curriculum, e.g. E-Safety within the Computing curriculum. Democratic values are

promoted through the school council, Head Boy and Girl within our House system. SRE is taught as part of the PSHE curriculum. Full details of this policy are available on our website.

French and Spanish are offered at KS3. Before starting in year 7, pupils indicate their language preference that they will study until the end of year 9. By providing pupils with a choice earlier, it is hoped this will improve the uptake of languages at KS4 and ensure pupils wishing to study either language at KS4 have 3 years of preparation in their chosen language, improving pupil outcomes.

Pupils who have literacy and numeracy needs are identified early through primary liaison, KS2 test scores, CATS and LUCID testing during the summer term induction. Identified pupils are withdrawn from their MFL lessons to take part in the corrective reading programme coordinated by the SENCO and trained teaching assistants.

In year 9, English, Maths and Science classes are separated into a higher and lower band in preparation for GCSEs. Within each band, each subject has the flexibility to set their own classes. Humanities is taught in discrete Geography, History and PT lessons, each delivered by subject specialists in preparation for KS4.

### Key Stage 4 (Years 10 to 11)

#### 2020-21 Model

<b>Year 10</b>	<b>English</b> 4 hrs	<b>Maths</b> 4 hrs	<b>Science</b> 5 hrs	<b>PE</b> 2 hrs	<b>History or Geography</b> 4 hrs	<b>Option 1</b> 2 hrs	<b>Option 2</b> 2 hrs	<b>Option 3</b> 2 hrs
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<b>Year 11</b>	<b>English</b> 4 hrs	<b>Maths</b> 4 hrs	<b>Science</b> 4 hrs	<b>PE</b> 2 hrs	<b>History or Geography</b> 3 hrs	<b>Option 1</b> 3 hrs	<b>Option 2</b> 2 hrs	<b>Option 3</b> 2 hrs	<b>Intervention</b> 1 hr
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#### 2021-22 Model

<b>Year 10</b>	<b>English</b> 4 hrs	<b>Maths</b> 4 hrs	<b>Science</b> 5 hrs	<b>PE</b> 2 hrs	<b>History or Geography</b> 4 hrs	<b>Option 1</b> 2 hrs	<b>Option 2</b> 2 hrs	<b>Option 3</b> 2 hrs
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<b>Year 11</b>	<b>English</b> 4 hrs	<b>Maths</b> 4 hrs	<b>Science</b> 4 hrs	<b>PE</b> 2 hrs	<b>History or Geography</b> 2 hrs	<b>Option 1</b> 3 hrs	<b>Option 2</b> 3 hrs	<b>Option 3</b> 3 hrs
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The KS4 curriculum model is partway through a transition in the distribution of hours between year groups for the core Humanities offer and option subjects. Our current year 11 had two options with 2 hours allocated in year 10 and then 3 in year 11 or vice versa. An intervention hour this year was given to Humanities to support the delivery of the curriculum and raising of standards in Geography and History at Key Stage 4.

Moving forward, our year 10 curriculum model has been adjusted this year so that all option subjects have 2 hours in year 10, followed by 3 hours in year 11. The core Humanities offer has been allocated 4 hours in year 10, followed by 2 in year 11 (with the intervention hour being included in the Humanities time in year 10 instead). The overall amount of time allocated to each subject across Key Stage 4 will not change.

Our KS4 core offer consists of English, Maths, Science and Humanities. English, Mathematics and Science classes are separated into bands; each subject has flexibility to set their classes within each band. With Humanities pupils can opt to study either Geography or History.

Pupils are provided with a broad range of academic options to select from to study at KS4. Options are not pre-blocked in order to maximise the choice available for pupils. We advise pupils to select one creative subject where appropriate to support pupil well-being and allow pupils to develop their personal interests. Pupils are currently able to take GCSEs in French, Spanish, Art, Photography, Business, Computer Science, Drama, Sociology, Media, Design & Technology (to specialise in either Resistant Materials, Graphics or Textiles), Food, Music, Physical Education and Philosophical Thinking. A vocational pathway has been introduced to complement the academic pathway, with the introduction of high-quality vocational alternatives to GCSE, including: BTEC in Sport and Cambridge Nationals Creative iMedia.

With the Core Science curriculum time, pupils have the opportunity to study either Combined Science or Biology, Chemistry and Physics separate sciences (to be determined by the Science department based on prior attainment at KS3).

### 3. Curriculum Impact

The Abbey Park Learner was introduced to further develop independent learning skills to improve pupil outcomes and better equip pupils for Further Education, Higher Education and future careers. We have introduced the Abbey Park Proud initiative with a theme for each term; these include presentation, respect, organisation, understanding and determination. These are aligned to Attitudes to Learning which are assessed by teachers at least three times a year.

All pupils complete the Pupil perceptions survey, which allows us to assess pupil attitudes to school, home and external agencies against national data. Identification of pupils with low scores leads to specific interventions.

A common assessment framework at KS3 is used to track progress, underpinned by banding statements developed by each curriculum area, based on GCSE grading criteria. At KS4, curriculum areas use milestone assessments alongside personal learning checklists to identify individual pupils' strengths and areas for development. We have introduced the diagnosis, therapy, testing model in KS3 and KS4 which identifies individual pupil's areas of development from personal learning checklists (diagnosis) re-teaching that area (therapy) and re-testing to check they have secured learning. Data entry points are aligned with parents' evenings and tutor consultation days which provide pupils and their parents the opportunity to discuss progress with their teachers. Detailed reports are produced in advance, with written curricular targets from each teacher. Pupils are issued with their report and encouraged to reflect upon it during dedicated tutor time in advance of their meeting.

There are dedicated members of SLT who are responsible for raising standards in KS3 and KS4 and disadvantaged pupils and co-ordinate the response to any actions identified. The operational SENCO and Trust SENCO oversee and review the progress of pupils with low attainment and SEN needs, working with teaching assistants, subject teachers and the pastoral team as appropriate.

#### ***Pupil Outcomes KS4***

2019-2020 Cohort	Abbey Park School
Grade 9-4 in English & Mathematics	71%

Grade 9-5 in English & Mathematics	49%
Grade 9-7 in English & Mathematics	9%
Progress 8	n/a*
Attainment 8	48.91
EBacc APS	4.17

\* Due to the exams being cancelled for the 2019-20 cohort, there are no national comparisons or Progress8 measures provided by the DfE this year.

2018-2019 Cohort	Abbey Park School	National*
Grade 9-4 in English & Mathematics	74%	65%
Grade 9-5 in English & Mathematics	49%	42%
Grade 9-7 in English & Mathematics	14%	12%
Progress 8	+0.08	46.87
Attainment 8	49.88	+0.01
EBacc APS	4.36	4.05
% of pupils staying in Education and Employment after leaving school (2016 leavers is the latest data)	97%	n/a

\* Progress 8 score and national statistics are provided through the SISRA data collaboration service.

### **Pupil Destinations**

A comprehensive careers education, information, advice and guidance programme, in line with the Gatsby Careers Benchmarks, supports our pupils in progressing to the destination of their choice. All pupils in KS4 attend interviews with HR teams from external businesses / companies, an impartial level 6 qualified careers adviser and a member of SLT to discuss GCSE preparation and post-16 pathways. Pupils at risk of NEET are identified and provided with further career support. The majority of pupils continue education at sixth form or college. The most recent pupil destination measures indicate 97% of pupils stayed in education or employment after KS4, above the local and national averages.

The school has close links with the Trust Sixth form to provide a seamless transition for pupils who chose to study level 3 qualifications and progress onto a Higher Apprenticeship, Degree Apprenticeship or University