



# Abbey Park School

## Curriculum Intent Statement



### Abbey Park School - Demographic and Context

Abbey Park School is situated in North Swindon, a large town of around 250 thousand residents in the South West. The population has grown exponentially in the last twenty years, with housing projects being rapidly constructed on existing farm land. New schools have been built at the centre of these emerging estates and secondary schools in the town now number fourteen. The immediate area around which Abbey Park School is situated is the most affluent area in Swindon, with 19% of pupils eligible for Pupil Premium and 15% eligible for Free School Meals at any point in the last 6 years. Approximately 89% of pupils identify themselves as White, with the remaining population being comprised of pupils from the following ethnic backgrounds: Black Caribbean, Black African, Pakistani, Indian, Asian and Chinese. 12% of pupils speak English as an additional language.

Despite its size, Swindon maintains the status of a town. Young people are therefore not routinely exposed to many of the conventional cultural and academic attributes of a city that are found in nearby Bath, Bristol and Oxford. The town is located close to places of historical interest such as Cirencester and Avebury, but the local area remains remote to many pupils and parents.

Having grown around the railway in the mid-1800s, Swindon has maintained high employment figures due to its many service and manufacturing industries. Job security may account for the relatively low geographical and social mobility, with data suggesting that young people from Swindon are among the least likely in the country to go on to university.

It is within this context that Abbey Park School aims to engage pupils and parents with a wider cultural and academic experience. Our motto of "Potential into Performance" is born from our collective wish that all pupils leave our school with the qualifications and skills that will give them choice and opportunity in their futures. By graduating to Post-16 study – either within our own Trust or at another provision – we hope that increasing numbers of Abbey Park pupils will continue into Further Education and recognise the life changing possibilities that a university education engenders.

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Our curriculum is constructed in response to this context. Its fundamental aim is to offer all pupils a broad and inspirational curriculum, while fulfilling individual learning needs. Key to our intent, is the national priority of opening doors for pupils by developing knowledge, understanding and application in all subject areas. We share a clear mission: to deliver the richest possible educational experience which enables young people to leave our care as responsible citizens equipped to fulfil their personal goals and career aspirations. Abbey Park also acknowledges its responsibility to develop independent learning skills as we prepare pupils for the ever-changing employment landscape and technological career pathways. To deliver our curriculum model all staff are trained in TEEP (Teacher Effectiveness Enhancement Programme) which allows for a consistency of learning language and structure. The framework is pedagogically based and is further enhanced by our APS CLEAR strategy which focusses on staff exposing the following elements of teaching practice with pupils in all lessons: Challenge, Learning Intentions, Extended Written Responses, Ask Targeted Questions and Retrieval.

### Abbey Park School Curriculum: 5 Keys to Success

Our vision has been embedded in the curriculum at all levels by considering the following '5 Keys to Success'. The intent of each key is outlined below, with further details in the curriculum outline documents.

<p><b>Knowledge, skills and mastery</b></p>	<p>We deliver an enriched National Curriculum and English Baccalaureate so that pupils access a structured and academic curriculum which allows for cultural exposure. All pupils have the right to study the English Baccalaureate in Key Stage 4, regardless of prior attainment. The study of languages is an integral part of the KS3 curriculum and aims to equip pupils with a firm foundation for future academic study and careers aspirations.</p> <p>Our balanced Key Stage 3 curriculum, and subsequent GCSE options, ensure that the range of subjects' pupils study remains as broad as possible, for as long as possible. This allows pupils to expand their interconnected subject knowledge and better understand the world in which we live and their own identity within our multi-cultural world of work and aspiration.</p> <p>The curriculum has been developed in partnership with The Park Academies Trust community of schools to ensure that pupils' learning journeys flow across all Key Stages. A structured and sequential curriculum enables learners to establish core concepts and master more detailed subject knowledge to underpin future study. This allows for the development of knowledge, skills and mastery from KS1 – KS4. Within this pupils' use personal learning checklists (PLCs) to assess knowledge, skills and mastery in every unit of work leading to reflection and review of attainment. The values of the TPAT learner promotes pupil independence with the aim that all learners move into aspirational post-16 courses and career pathways.</p>
<p><b>Literacy and numeracy</b></p>	<p>High levels of literacy, articulacy and numeracy are fundamental in ensuring the best outcomes for our pupils. Explicit teaching of literacy and articulacy is at the heart of our curriculum. A variety of reading strategies are employed at every opportunity and our 'topic text' initiative, designed to encourage both literacy and cultural awareness, is established within the Key Stage 3 curriculum. To ensure that pupils are able to discuss their subject knowledge with precision, relevant terminology is explicitly</p>



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	<p>taught in all subject areas. The capacity to structure extended written responses, so central to positive outcomes, is evident in schemes of work across all relevant subject areas. Supported by the tutor programme, pupils are encouraged to build upon the teaching of literacy and articulacy at home.</p> <p>Pupils are also given provision to apply the core concepts that underpin Mathematics in a wide range of subjects and contexts. Allowing pupils cross-curricular opportunities to practise these skills is key to them accessing further Mathematical understanding.</p>
<b>Entitlement and engagement</b>	<p>Personalised, and carefully timed, guidance is provided to support pupils' option choices for GCSE. The aim is to achieve the best foundation from which to progress to the next stage without constraining choice. For pupils aspiring to go on to study A-Levels and university the English Baccalaureate is actively promoted as a strong basis for further academic study. It is recognised that for some pupils, our vision of aspirational learning will be met through a different range of options to enable them to progress and excel in their chosen field.</p> <p>As a school, we have made it our mission to encourage a spirit of adventure in our pupils. This links to our focus for greater cultural exposure as we challenge pupils to aspire to career pathways beyond the industrial setting of the Swindon area. We employ careful questioning and collaborative learning to encourage pupils to be adventurous in their thinking as they explore new ideas. All pupils are given the opportunities to maximise their own personal development and explore the world beyond the classroom. School trips and visits, both local and international, ensure that pupils have access to the cultural capital to which all young people are entitled continues to be a high priority for us, developing pupil cultural development.</p> <p>We are committed to the inclusion of all pupils and we seek to ensure that the individual needs of pupils are fully met. We value high quality teaching for all learners and monitor both emotional and academic learning, putting intervention and support in place when needed. We aim to create learning environments which are flexible enough to meet the needs of all young people and to ensure that pupils always feel that they belong to our community. We monitor the progress of all learners through a planned system of assessment.</p>
<b>Aspiration and wellbeing</b>	<p>Pupil wellbeing is at the core of our curriculum and our teaching staff undergo frequent training which allows them to support the emotional and academic needs of our pupils. Alongside assemblies and the PE curriculum, our daily tutor programme which incorporates a 'Thought of the Week', Careers SMSC and British Values we strive in supporting our core aim of broadening our pupils' cultural exposure and expanding their own expectations and aspirations for the future. Teaching in these areas focuses upon the skills pupils need to stay healthy and build mindfulness and emotional resilience. We offer a high quality PSHCE, RSE and Careers programme which is fully compliant with the current guidance and is regularly audited. We are reactive to current national and local priorities including the 'Everyone's Invited' sexual harassment compliance strategy which is linked to safeguarding and KCSIE.</p> <p>Our pastoral structure is designed to ensure that pupils are immersed in an environment that will further support the development of emotional intelligence and mental health. Through strategies such as restorative justice and personalised interventions our pupils are able to bounce back from adversity.</p> <p>In order for pupils to develop into committed and resilient learners, we have embedded a positive behavioural language. The central ethos of 'APS PROUD' is built into our shared vocabulary. The combination of explicit teaching and a common language allows supportive teacher-pupil coaching conversations and is supported through CPD within the TEEP T&amp;L programme. It is our aim that over time, pupils learn to self-manage their behaviour and become reflective learners and responsible members of the school community. We promote good physical and mental health with our weekly 'Wellbeing Wednesday' programme and a strong sense of belonging through the teaching of British Values and our core values of APS Proud.</p>
<b>Community, respect and enrichment</b>	<p>Pupils are taught the skills and knowledge required to succeed in their future adult world. Spiritual, moral, social and cultural teaching is delivered across the school to promote tolerance and respect for all faiths, lifestyles and cultures. Our curriculum demonstrates our dedication to pupils' wellbeing.</p> <p>We believe that high-quality teaching, underpinned by a carefully planned curriculum and effective delivery of Personal, Social and Health Education, nurtures the opportunities for all our students to excel. This facilitates the development of confident and responsible citizens, ready to play an active role in the local and wider community and emerge as the leaders of tomorrow.</p> <p>APS works with many businesses to help deliver a successful and varied curriculum as well as offering exciting extra-curricular opportunities and careers support. We are developing projects with local businesses who assist the school through STEM workshops. We appreciate the support of our immediate community, many of whom are keen to encourage our pupils as they step out of school and into the world of work. At the same time we seek out opportunities to develop pupils' employment aspirations beyond the local area .</p>



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## Curriculum Implementation

The curriculum is implemented at Abbey Park School in the following structure:

<b>Discrete curriculum offer</b>	<b>KS3</b>	English, Maths, Science, MFL, Humanities, DT, PE, Art, Computing, Drama, Music										
	<b>KS4</b>	<p><b>Compulsory offer:</b> English Language, Literature, Maths, Science, History/Geography, PE</p> <p><b>Options offer:</b> Art, Business, Computer Science, Drama, DT, Food, French, Spanish, RE, PE, Media, Sociology, Music, Photography</p>										
<b>Curriculum Time Allocation:</b>												
<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>	
<b>Year 10</b>	<b>English</b> <i>4 hrs</i>	<b>Maths</b> <i>4 hrs</i>	<b>Science</b> <i>5 hrs</i>	<b>PE</b> <i>2 hrs</i>	<b>History or Geography</b> <i>4 hrs</i>			<b>Option 1</b> <i>2 hrs</i>	<b>Option 2</b> <i>2 hrs</i>	<b>Option 3</b> <i>2 hrs</i>		
<b>Year 11</b>	<b>English</b> <i>4 hrs</i>	<b>Maths</b> <i>4 hrs</i>	<b>Science</b> <i>4 hrs</i>	<b>PE</b> <i>2 hrs</i>	<b>History or Geography</b> <i>2 hrs</i>			<b>Option 1</b> <i>3 hrs</i>	<b>Option 2</b> <i>3 hrs</i>	<b>Option 3</b> <i>3 hrs</i>		