

## INTENT

At Salford City Academy (SCA), our aim is to provide an excellent education for all our students, which brings out the best in all of them and prepares them for success in life. Our curriculum at SCA will aim to create an aspirational high achievement culture, taking into account student needs and styles and will allow everyone to experience success. Standards of attainment will raise so all students will be able to become active citizens and economically self-sufficient.

We feel our curriculum should raise our students aspirations and their academic profile. More of our students should be progressing to university and other higher education institutions. Our curriculum intent is to ensure that we as an academy provide both academic qualifications and Education with Character programs to raise aspirations and allow more of our students to progress to higher education.

At SCA our curriculum principles will be

- **Entitlement** – We believe that all students have the right to learn. SCA have adopted the United Learning Curriculum at both KS3 and KS4.
- **Mastery** – We want all students to achieve a full understanding of the knowledge specified in the Curriculum for each year, and teaching should not move on until this is achieved.
- **Stability** – We will not constantly amend the Curriculum: while we should make occasional adjustments in the light of feedback and experience, we will aim for stability over many years, so that teachers can develop expertise. We will constantly review and adapt assessments and teaching materials to support our students.
- **Concepts not context** – The Curriculum incorporates a concise specification of knowledge with content to be taught and learned explicit in every scheme of work. Teachers at SCA will determine the best methodology to meet the needs of our students.

Our KS3 curriculum is challenging, engaging, personalised and enriched with a range of extra-curricular activities. Year 7 curriculum in Maths and English follow the UL scheme and ensures that the majority of students achieve there ARE (Age Related Expectation).

At Key Stage Three we offer

- English & Drama
- Mathematics
- Science
- Spanish
- History & Geogrpahy
- Religious Studies
- Citizenship
- Art & Design
- Music
- Technology
- ICT & Computing
- PE

Those students who are behind in their SAT and/or significantly below their chronological reading age receive additional support. This is provided through the HIVE provision to enable them to rapidly catch up. Also, students who are not at their chronological reading age are

given additional support and provision to ensure that this is achieved as soon as possible. The provision is reading at form time, time to read to adults and the use of Lexia (at least 100 min per week) and other-directed support.

Our Key Stage Four Curriculum provides students with guided pathway which meets their needs and challenges them to achieve. All our students have enrichment opportunities to increase their aspirations. At Key Stage Four we offer full GCSE courses in the following

- English Literature and Language
- Mathematics
- Science (Triple Science is available as an option)

Students are given additional time in the core subjects of English, maths and science to ensure that students has the essential skills needed for life and to access the full curriculum. At Key Stage Four, additional curriculum time is given to offer targeted support and challenge to ensure all students make at least national rates of progress. At both KS3 and KS4 all students' progress aims to be in line with or if not exceeding national expectations. Students can then select to follow a guided pathway; EBACC, Level 2 or Vocational. They have a choice from the following subjects;

- GCSE History or Geography
- GCSE Spanish
- GCSE Computing
- GCSE Art & Design
- GCSE Religious Studies
- GCSE Citizenship
- GCSE Design Technology
- GCSE Photography
- BTEC Hospitality & Catering
- BTEC Construction
- BTEC PE
- BTEC Creative Media Production
- CACHE Child Care
- BTEC Business Studies
- BTEC Creative Media Production
- BTEC Music
- BTEC Performing Arts/Drama

All students are offered the EBACC route for their guided option choice, and for identified students this is compulsory. For a small minority of students, we will ensure that the curriculum provision is personalised to meet their needs. For these students in year nine, they will be offered a vocational route.

The Academy has developed a comprehensive programme of delivery for year nine students, to ensure that courses that are chosen supports their ambition and aspirations for the future. This program supports careers fair, visits to universities in the area. In particular a specialism for Salford, students take part in visits and programs held at Media City in the local area.

For a very small number of our students alternative provision to support their academic progress in the academy.

## Implementation

The curriculum in each subject can be accessed on the Academy website. Subject specialism is at the heart of our curriculum and you will see differences in the way that the curriculum is constructed and assessed in subjects. Standardised written assessments, for example, play less of a role in performance subjects such as music, drama and physical education. The

stability of our curriculum allows subject expertise to develop over time, and we are careful to provide sufficient time for teachers within the same subject to meet together. Further subject specialism is provided by United Learning's subject advisors.

A 3-year Key Stage 3 provides students with the time and space to gain this secure understanding. In our lessons you will typically see all students grappling with the same challenging content, with teachers providing additional support for students who need it. Rather than moving on to new content, our higher attainers are expected to produce work of greater depth and flair.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. We use Barak Rosenshine's Principles of Instruction (2012) to develop our teaching practice:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

In order to allow the mastery approach to be effective (i.e. students learn what they are expected to in the year they are expected to), early catch up is essential: we aim to promptly identify and support pupils who start secondary school without a secure grasp of reading, writing and mathematics so that they can access the full curriculum.

## **PSHE & Citizenship**

The Citizenship and PSHE curriculum at Salford City Academy aim to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. The curriculum is designed to support the development of the Academy's values, alongside British values. Schemes of work have been planned to respond to issues that arise in the academy and wider community. Flexibility is built in to the curriculum plan to allow teachers to proactively respond to issues in a timely way. Content is informed by student voice; such as the request for knowledge relating to managing future financial decisions.

The Citizenship curriculum aims to foster students' awareness of democracy, government and how laws are made and upheld. Teaching in Citizenship will equip students with the knowledge and interest to explore political and social issues. Explicit and regular reference to British Values is covered throughout the Citizenship curriculum.

The PSHE curriculum takes full account of the government's statutory guidance on RSE and health Education. (February 2019). We aim to prepare students to take their place in society as responsible and risk aware citizens. The curriculum has been carefully sequenced taking into account age appropriateness to provide students with knowledge that will enable them to make informed decisions about their well-being, health and knowledge and to develop the resilience to ask for and know when to seek support and advice.

## **Education with Character**

At the Academy we aim to foster a culture of developing the 'whole child'. We aim to provide opportunities for students, which will inspire, excite and prepare them for adult life. We provide opportunities to participate in activities, which will raise aspirations, allow students to make informed decisions about their future goals, opportunities to develop confidence and develop organisational skills and working as part of a team. We also wish to promote the importance of health and wellbeing of all our students and provide opportunities to participate in activities, which are fun, and which develop health and fitness.

### *Aspire (Careers)*

These activities are to raise aspirations and provide guidance and support to students for their future. Students will develop knowledge and experience opportunities to help them make informed decisions on future life goals.

### *Engage (Enrichment)*

Students will have the opportunity to join in and be enthused with the many high-quality sporting and different experiences, that normally students would not have the opportunity to experience, offered after academy. These activities promote health and wellbeing as well as developing confidence and teamwork.

### *Lead (Student Leadership)*

Students can apply to be part of the academy leadership team. This aims to support students in taking more responsibility and having a voice in academy. It will also develop their confidence and ability to lead and organise events.

### **Inclusion**

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

### **Impact**

The provisional results of GCSE 2019, show that the academy is now on a three year trend of improvement. Progress 8 is provisionally +0.02 which is in line with national average.

The co-curriculum program of Aspire has improved engagement and attendance of our students at the academy. This is evident in our improved attendance figures and improve outcomes at KS3.

We are delighted that our career provision has ensured that 97% of our students who left in 2018 have a place in further education, work or training compared to 87% in 2017.

The introduction of vocational courses at KS4 have been successful, individual subject progress eight scores for these subject areas are positive. The best performing subjects are BTEC Construction, BTEC Food, CACHE Child Care and BTEC Business Studies. This year's GCSE results show all these subjects provisionally have a positive Progress 8 figure.

Since the previous Ofsted Inspection we have developed the curriculum for the most able, the impact of this is especially in Science, and the Triple GCSE award. Individual progress eight figures for the Triple science course have been positive across all three areas. We continue to develop curriculum for the most able, in both subject areas and as part of the co-curriculum Aspire. Provisionally our GCSE results show for our Most Able students a Progress 8 figure of +0.41.

Also within science, year nine students are working with PHD students on different projects to give student the experience of working in Science at university. We continue to improve the quality of curriculum of SEND students to ensure that this impacts on their progress.

Being a part of the MAT of United Learning, we have been able to develop common assessments in most subjects. These are summative assessments which allow students to demonstrate their growing understanding of their subjects and teachers to assess the impact of their teaching. These summative assessments are typically taken once or twice a year, enabling teachers to focus on formative assessment from lesson to lesson. Parents will be provided with academic reports following a cycle of assessments.

Our formative assessments are designed to support students in achieving fluency in each subject. This means that in lessons pupils are quizzed on prior knowledge in order to embed this knowledge in their long term memory. This frees up their working memory to attend to current learning. We are particularly conscious of the role that literacy and vocabulary plays in unlocking the whole curriculum.

Our teachers explicitly teach the meaning of subject-specific language, and we expect lessons to contain challenging reading and writing. Knowledge organisers provide students with key information in each subject, enabling them to develop their understanding of key concepts outside of their lessons. We also encourage all students to read widely.

Every student has an equal right to a challenging and enlightening curriculum. By teaching this curriculum well, and developing effective habits in our students, we bring out the best in everyone.

In our drive as an academy to support academic rigour our Rank Order Assessment at Key Stage 3, we are ensuring that our high expectations based curriculum matches our ability potential. Rank Order assessment allows our academy to track, signpost and intervene at early stages to ensure our students make academic progress in all curriculum areas.

Our priorities are to ensure our SEND, disadvantaged students and Boys reach their academic potential are provided with the opportunities to ensure their academic potential.