

JOHN SPENDLUFFE TECHNOLOGY COLLEGE



Curriculum Policy

'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).'

Ofsted, Curriculum: intent, implementation and impact. Development work for the new inspection framework, 2017

Approved by:	JSTC Governing Body	Date: October 2022
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Last reviewed on:	September 2022
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Next review due by:	September 2023
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1. Curriculum Intent

Curriculum is *'the finest instrument we have to ensure the children in our care receive a rich, coherent and ambitious education that takes them beyond their own experiences so they can confidently meet the demands of whatever comes next. When they reach adulthood and join society, they feel like a participant and not a spectator.'* (Howard & Hill 2020)

The Intent of the curriculum at JSTC

Our curriculum is designed to challenge students to **achieve**, what for them is **individual excellence** and to be the vehicle for delivering **deep social justice**. We are fiercely ambitious, and our curriculum reflects this **passion** and to embed the school ethos of **respect, responsibility** and **resilience** in the character of our students.

Achieve – Our students can arrive at our non-selective school in a highly selective area already disheartened by perceived failure at the age of 11. Students need access not just to an inspirational knowledge rich curriculum, but often they need to build the self esteem and growth mindset required to be successful. We aim for students to be inspired by the curriculum and for them to achieve beyond the expectations they and their families had for them.

Throughout the curriculum we wish for students to experience success in their learning, but also to find the value of hard work in achieving success through challenge. The intrinsic reward of working towards and achieving challenging outcomes is championed in our praise systems.

Individual Excellence – Students at all levels of ability should be challenged and supported to achieve, what for them, is individual excellence. This excellence refers to educational outcomes, but also the growth and development of the young person to flourish as an individual and to be able to play a full part as an active citizen in society.

Deep Social Justice – According to Young (2020), accessing the knowledge of the powerful is how the curriculum can delivery deep social justice. Students at JSTC have often not had the same opportunity to be exposed to a rich variety of cultural capitol and therefore subjects need to be acutely aware of opportunities to promote cultural capital through the curriculum. Our curriculum provides breadth of study with a keen focus on the strong academic core which will in turn facilitate success in other disciplines and future life chances.

Students will have the opportunity to engage in a wide range of Careers, Information Advice and Guidance (CIAEG) so that they have the ability to make informed choices about their future.

Passion – Our teachers are passionate about their subjects and the curriculum which they teach. We aim to translate this passion for subject knowledge and discipline into our students and to spark curiosity in their minds in order to develop and foster a passion for learning.

Respect, Responsibility and Resilience – The school ethos of these characteristics are abundant in our curriculum. Not only will students have the opportunity to exude these characteristics, but also they will experience examples of the three R's through the curriculum they study. Through these characteristics, students will develop the knowledge, skills and understanding required for current and future success. This will be the keystone for subsequent learning and behaviours to be successful in later life.

2. Curriculum Implementation

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). This policy complies with our funding agreement and articles of association.

The implementation of the curriculum at JSTC is evolving from the recovery curriculum which was implemented in 2021 / 22. Students experience a broad and balanced curriculum on their five year journey through the school.

In Years 7&8, students will study a broad and balanced curriculum which focuses on all aspects of the National Curriculum at Key Stage Three. In Year 9, students will specialise in some subject areas in order to further engage them in their curriculum and later success. There will also be opportunities for cultural and disciplinary enrichment in Years 7, 8 and 9 through collapsed learning days.

A programme of PSHE, RSE, E-Safety, SMSC and British Values is undertaken through distinct lessons in the curriculum, coverage in assemblies and drop down learning days. All students are taught Religious Studies across the curriculum, with students in Years 10 and 11 having the opportunity to opt to take GCSE Religious Studies.

All subjects have detailed curriculum plans which have carefully thought-out coherence and sequencing. The plans are evidenced in the Curriculum Maps, Schemes of Learning and Curriculum Journeys.

Subject leaders, senior leaders and governors are actively engaged in the quality assurance of the curriculum through formal regular calendared processes. Equally, there is more informal sharing of best practice through the Snapshot and Step In systems detailed in the Teaching and Learning policy.

Teachers are expected to follow the schemes of learning but are given the freedom to express themselves as professionals, subject experts and passionate practitioners. The delivery of the

curriculum should be making best use of educational research, with memory and retention being a key focus for our students. Regular low stakes assessment is promoted as well as the judicious use of common assessments.

Reading is something which is a keen focus and has a clear plan through the Literacy Lead and Literacy Policy. We aim to encourage and foster an enjoyment of reading by incorporating reading opportunities and wider reading into our day-to-day curriculum. In subject areas, we encourage discussion and provide opportunities for students to speak confidently and fluently about subject content, topics and wider issues.

3. Curriculum Impact

The curriculum should make a significant positive contribution to the personal development and human flourishing of all individuals. This impact will be evidenced in not just examination results, but also the growth of the individual as a person and the positive impact they will have in their community in the future.

Across the five-year journey through JSTC, the academic attainment and progress of students will be monitored and reported. Through this data, teachers will make judgements and refinements to teaching and the curriculum plans. There will also be intervention provided for those students who need it the most in order to close gaps.

The overall effectiveness of the curriculum will be measured using the school performance measures identified by the DfE Statement of Intent in regard to qualifications. In other aspects of the development of young people, the school will report to and be held account by the Governing Body. Please see the assessment policy for more details on assessment.

JSTC Context

We are a school who is lucky to be located on the edge of the Lincolnshire Wolds, an area of outstanding natural beauty (AONB), and only a few miles away from glorious coastline. These geographical circumstances bely the fact that our students and school are impacted by the challenges of being both a rural and coastal setting.

At JSTC, a significant proportion of the school population are in receipt of free school meals (FSM) and a significant proportion of the those not in receipt of FSM have circumstances which see them live in challenging circumstances.

During national lockdowns, the circumstances of many of our families led to students have a lack of technology coupled with a lack of viable internet services. The recovery curriculum for our students reflects the fact that students in all years have missed more than most and have limited opportunity to access opportunities which are easily afforded to their peers in other parts of the UK.

The school is located in a catchment area where seasonal work linked to coastal tourism and agriculture is a significant factor. The vast majority of our students are from white working class backgrounds, a group which is recognized as having one of the greatest levels of apathy towards education. A significant part of our role as educators is to open the eyes of our students to the world around them and nurture their thirst for knowledge.

For a significant number of employment opportunities in the locality, the seasonal and unskilled nature of the work means that for many students they struggle to see the value in their own education. Equally, there is a low level of social mobility and many students have little experience of leaving the county and experiencing cultures outside of a white British Christian / atheist context.

We are **fiercely ambitious** that our students will have their eyes opened by the opportunity of the curriculum in which they are immersed. Students will have the opportunity offered to them by the rich knowledge of the formal taught curriculum, whilst also having the opportunity for human flourishing in the extra-curricular opportunities afforded to them.

4. Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher and key individuals (Deputy Head- Quality of Education) to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils that lead to qualifications, such as GCSEs, BTECs and CNATs, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements
- The school participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from Year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

5. Inclusion

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

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

Teachers will plan lessons so that pupils 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 pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Senior Leader responsible for Curriculum: Mr M Whitaker, Deputy Headteacher.