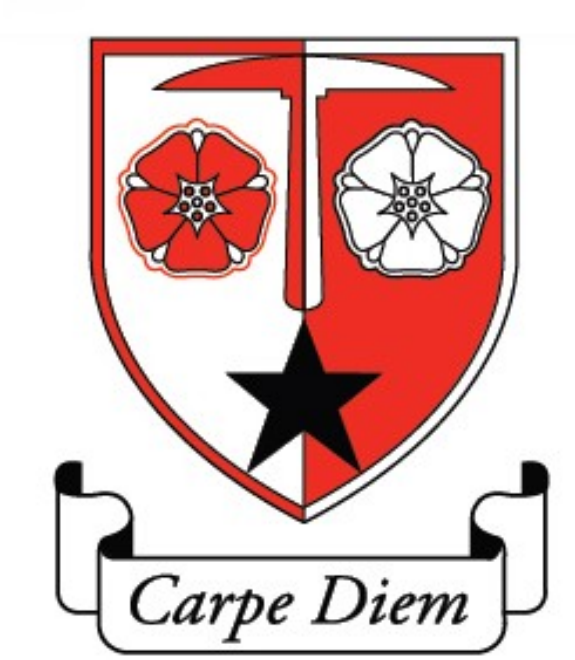
Curriculum Intent, Implementation and Impact



Respect, Responsibility, Resilience

June 2019

Contents

1.0 Curriculum Intent 3

1.1 Aims 3

1.2 Strengths 3

2.0 Curriculum Implementation 4

2.1 Policies 4

2.2 Content Overview 4

2.3 Life Skills 5

2.4 Personal Development and Character 5

2.5 SMSC 5

2.6 British Values 5

2.7 Personal Safety and Healthy Living 5

2.8 Aspirations Richard 5

3.0 Curriculum Impact 6

3.1 Pupil Outcomes 6

3.2 Pupil Destinations 6

3.3 Pupil Achievements – Wider Curriculum 6

1.0 Curriculum Intent

1.1 Aims

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 students have gained against expectations (impact/achievement).

The intent of the curriculum is synonymous with many of the Academy's core aims to build exceptional young men. An exceptional young man will embrace every opportunity and leave Audenshaw School highly employable and ready to make a positive contribution to society.

- To provide a challenging, engaging and enjoyable curriculum that leads to the highest levels of achievement for all students, especially the more-able.
- To provide opportunities for all students to develop a high level of literacy and numeracy required for success in adult life.
- To broaden students' horizons through a range of spiritual, moral, social and cultural opportunities.
- To ensure that all students are able to thrive and develop to become exceptional young men.
- To maintain an absolute commitment to ensuring the safety of all students and staff.
- To develop all students to be respectful, to take responsibility and to show resilience to prepare them to make a positive contribution to society.
- To provide an appropriate range of skills, opportunities and experiences to raise aspirations enabling students to succeed in their future learning or employment.

1.2 Strengths

- KS3 curriculum designed to develop competencies to equip students for later learning.
- Extended KS4 programme to permit a deeper understanding of content and skills.
- KS4 programme that allows all students to achieve across the most appropriate range of subjects, including the EBacc for some.
- Bespoke Life Skills programme designed to promote respect, taking responsibility and to develop resilience and so prepare students for adult life.
- Comprehensive CEIAG support for all students from Year 7 to Year 11 meeting the Gatsby benchmarks.

2.0 Curriculum Implementation

2.1 Policies

The curriculum is implemented in accordance with the following documents:

Subject Learning Journeys

Homework Policy

Grading Policy

Teaching and Learning Policy

2.2 Content Overview

The KS3 content and KS4 content is detailed in the website subject areas below:

Art

Computing and ICT

Design Technology

English

Geography

History

Maths

Music

PE

RE

Science

2.3 Life Skills

The Life Skills Programme is delivered through the timetable in Year 7 and Year 8 and drop-down days in Year 9, Year 10 and Year 11.

2.4 Personal Development and Character

Enrichment and extra-curricular are communicated to students in form time, around school and home every half term.

Whole-school Assemblies Programme 2019-2020

Extensive extracurricular provision (and participation) is an integral part of the wider curriculum.

Timetable of extra-curricular activities

2.5 SMSC

The school recognises that the personal development of the students, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

2.6 British Values

The Academy actively promotes British Values through SMSC, RE, RSE and Citizenship. These British values comprise democracy, the rule of law, individual

2.7 Personal Safety and Healthy Living

Student safety and wellbeing is of paramount importance. Personal safety is delivered as part of the life skills curriculum to all year groups. Safety, wellbeing and personal ethics are discussed and debated at length in KS4 ethical debate. Awareness is raised all through the year through assemblies, break out sessions and theme weeks.

Child Protection & Safeguarding Policy

Acceptable usage policy

2.8 Aspirations

The Academy provides a range of opportunities and experiences, which are tailored to allow students to succeed in the next stage in their education, training or employment.

Careers Education and Guidance policy

3.0 Curriculum Impact

3.1 Pupil Outcomes

Locally, the Academy is the highest performing non-selective school for boys - Progress 8 Score.

3.2 Pupil Destinations

The most recently published data in the School and College Performance Tables is the 20** cohort.

The % of students in sustained education, employment or training is 97% vs. a national average of 94% (+3%).

3.3 Pupil Achievements – Wider Curriculum

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