



FARNBOROUGH
SPENCER ACADEMY

Curriculum at Farnborough Spencer Academy

September 2021

Next review due: Easter 2022

Contents

1. Curriculum Statement.....	3
1.1 Our Academy.....	3
1.2 Our Ethos	3
2. Curriculum Intent	3
2.1 The importance of Careers and Guidance as part of our curriculum	4
2.2 PSHE and RSE.....	5
2.3 Opening Eyes	5
3. Curriculum Implementation	6
3.1 Assessment and Feedback	6
3.2 Key Stage Three (years 7-9)	6
3.3 Key Stage Four (years 10-11)	6
3.3 Literacy and numeracy	7
3.4 Out of lesson learning	7
3.5 Intervention	7

1. Curriculum Statement

1.1 Our Academy

The Farnborough Academy is based in Clifton, which was the largest council estate in Europe when constructed in the mid-20th century. Clifton is home to approximately 23000 people, 92% of whom are white British, 25% do not own a passport and the rates of unemployment are significantly higher than national average. The proportion of students who are classed as disadvantaged is significantly higher than the national average. Below average numbers of students are EAL.

The academy serves a population where children are born into families with a generational history of unemployment and poor academic outcomes from school.

1.2 Our Ethos

Our Academy ethos is summed up in our staff and student pledges. These describe the culture and ambitious aims we have for our whole community.

They are summed up in our Academy motto, "We Are Proud."

THE STAFF OF THE ACADEMY MAKE THIS PLEDGE TO OUR STUDENTS AND FAMILIES:

- We believe in your right to receive a first-class education.
- We show **pride** in our academy community by valuing everyone for who they are.
- We recognise and nurture your talents and abilities, supporting you to achieve in all that you do.
- We have consistently high expectations of our whole academy community.
- We create an environment where all feel safe, secure and supported.
- We want your eyes opened to life's opportunities so that you aim high.

OUR STUDENT PLEDGE

- I believe that all staff and students should treat each other with respect and I will lead by example.
- I will always complete work to the best of my ability and aim for the highest grades in all my subjects.
- I will cherish and show appreciation to those who help me to achieve my goals.
- I will show **pride** in our Academy community by valuing everyone for who they are
- I understand that our Academy is judged by my actions and I will always give a good impression of the place where I learn.
- During my years at Farnborough, I commit to building an Academy to be proud of.
- During my time here, I will show I have the courage to pursue my dreams.

 **FARNBOROUGH SPENCER ACADEMY** *WE ARE Proud*  **FARNBOROUGH SPENCER ACADEMY** *WE ARE Proud*

2. Curriculum Intent

The overarching aim of Farnborough Spencer Academy's curriculum is to end the cycle of poverty and disadvantage, to improve the life chances for all students, and concomitantly the local community within which they live. All we do, we do for social mobility and to raise our community's aspirations.

We begin with the principle of equity of entitlement to knowledge for each of our students and their families. At Farnborough Spencer Academy, we recognise that improving educational outcomes, and ensuring our students fulfil their academic potential, is the biggest way we can positively impact **our students' futures.**

Our curriculum therefore reflects our Academy pledge as we aim to ensure that all our students **receive a "first-class education" so that they "aim high" and are "supported to achieve in all that they do."**

The curriculum is planned so that knowledge and skills are set out at each stage with a focus on **'knowing more and remembering more' at the heart of all we do; empowering students to develop** an understanding and appreciation of the subjects they study. We have created a three-year Key Stage three model that meets National Curriculum requirements to allow all our pupils to study a range of subjects keeping opportunities broad and balanced whilst creating a culture of high achievement for all students.

Our curriculum is carefully designed by our subject specialists within the school, in partnership with colleagues across the Spencer Academies Trust to focus on sequencing for progression, deepening knowledge and its application in different contexts.

2.1 The importance of Careers and Guidance as part of our curriculum

Our context means that the careers and employability work the academy completes is vital to improving the life chances of the students and why our curriculum places the raising of aspirations at its heart.

This was recently acknowledged, in 2019, when we were awarded the 'Career Mark Gold' accreditation. This award was assessed under the new government guidelines, implemented in January 2018 and Quality in Careers Standard National Criteria instructing that every school should begin using the 8 Gatsby Benchmarks to aid in improving careers provision. The award acknowledged that Farnborough Spencer Academy had fully met this criterion, an achievement which is rare amongst other schools and something we are immensely proud of.

We ensure our careers programme is fully embedded into school structures starting from year 7 through to year 11. We ensure that every pupil, by the age of 16, has had at least one career guidance interview delivered by a level 6 careers advisor. We keep systematic records of careers related activities, for each individual pupil, in order to track throughout their time at the Academy. We deliver and engage in workshops which actively seek to challenge stereotypical thinking and raise aspirations. We work closely with Futures (www.futuresforyou.com) to provide all of our students with support and guidance.

We have strong links with local Universities, colleges and businesses which ensures our pupils have the opportunity to have encounters with further and higher education through visits and careers fairs. Our annual in house careers fair allows pupils and their parents to access information about future career paths and make independent, informed decisions about their future whilst accessing **current labour market information. We also facilitate strategically planned 'careers' drop down days** to link with important transitional periods for each year group. Teachers actively highlight the relevance of STEM subjects and are also confident in talking about careers related to their own subject.

2.2 PSHE and RSE

We celebrate and welcome differences within our school community. We provide enrichment opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge, all carried out in a safe, secure and supported environment.

PSHE at The Farnborough Academy is designed to ensure that young people are healthy, happy and safe. The curriculum aims to prepare all pupils for the opportunities, responsibilities and experiences **of life as we want to open their eyes to life's** opportunities. Through PSHE education, pupils will develop personal skills and attributes including: resilience; empathy and compassion; respect for others; employability skills; enterprise skills; valuing and respecting diversity; organisation and time management and decision making. This happens through Humanities lessons and also Form Time Learning, where pupils feel nurtured and supported.

RSE is delivered as part of the PSHE curriculum and is aimed at helping the pupils make safe and informed decisions regarding relationships and sex education. We aim to enable the pupils to make safe decisions and give them the information and tools they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like, including resisting pressure and what makes a good friend, a successful marriage, respect (for ourselves and others). The curriculum will teach what is acceptable and unacceptable behaviour in relationships, which will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE is also about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health. RSE is not just about having the knowledge, it is also about having the skills to make the right decisions.

2.3 Opening Eyes

Our curriculum offers students experiences that they would not normally have (known as building cultural capital). **We open our students' eyes across the whole curriculum including through PSHE,** form time learning and assemblies, pupil leadership and mentoring programs, charity work and fundraising, student voice, anti-bullying ambassadors and numerous trips and visits, which are recommencing following the impact of the coronavirus pandemic .

To support the curriculum, we are extremely proud of the wide range of opportunities we offer which includes a range of sporting activities, music (including orchestra and choir), drama, Coding Club and Scientist Higher Attainers. There is daily support for homework in the library and LSU. Our Performing Arts faculty work tirelessly to create a multitude of opportunities for the pupils including Yearly Musical Theatre shows, School concerts and recitals and support in the community by performing at local residential homes, local and national businesses and the Theatre Royal to name but a few.

Sporting enrichment opportunities are also wide and varied and they include Football, Fitness Suite and Table Tennis for example. Some of these clubs are supported by outside agencies ie Notts County and Clifton Table Tennis Club. We aim to offer both individual and team-based activities and have also offered leadership opportunities which feed into the Sports Leaders programme used by our staff for the Clifton School Sports Partnership and the Primary school festivals.

3. Curriculum Implementation

The curriculum offer is staged and uses building blocks to ensure that prerequisite knowledge is well developed to allow students to access new learning, knowledge and develop skills. There is a clear explanatory narrative throughout the curriculum that enables teachers to create teaching activities that build on previous knowledge and skills and provide a clear pathway to successful outcomes.

Expectations for the implementation of our curriculum are encapsulated in a document entitled **“Teaching and Learning Guide 2021-22”** and there is a structured approach to learning. This approach supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. All lessons are based on the accelerated learning cycle to ensure high quality learning across the academy. Over the course of study, our teaching is designed to help pupils remember long term content they've been taught and to integrate that new knowledge into larger ideas. All lessons begin with silent knowledge retrieval tasks which are used to support our students in grasping the foundational concepts that will pave the way for future learning.

Throughout the lessons, staff use techniques from **“Teach Like A Champion”** to ensure that student engagement with work is high and that all students are empowered to be full contributors in lessons.

3.1 Assessment and Feedback

Assessment enables teachers to recognise students’ abilities and needs. Assessment information is used to nurture and support students’ areas of weakness and intervene to bring pupils back on track to accelerate both knowledge and skill.

Feedback to students enables them to focus their development on one specific action that improves their learning. Students are given opportunities to respond to this feedback. A positive environment around feedback is used to ensure that students focus on what needs to be done to improve.

To support students in aiming for the highest possible grades, carers and parents are kept informed **of their child’s progress through three academic reports throughout the year.**

3.2 Key Stage Three (years 7-9)

Eng	Mat	Sci	His	Geo	RE	MFL	Com	Perf Arts	Art/ Tech	PE
4	4	4	2	2	1	2	1	1	2	2

3.3 Key Stage Four (years 10-11)

Eng	Mat	Sci	PE	Option 1	Option 2	Option 3
5	5	5	1	3	3	3

Our Key Stage 4 curriculum offers flexibility and choice within a guided structure. In response to government curriculum changes, the options are fewer than in previous years but give more time to enable study in greater depth. Students are supported to make these choices during year 9, in **consultation with both parents and current subject teachers at their parents’ evening.**

We are careful in our choices of vocational courses, to ensure that these are high quality and relevant **to students' needs and interests**, together with local employment opportunities. In creating our offer, we are careful to listen to pupil demand and where possible we will find creative ways to facilitate courses where pupil numbers are small, for example extra-curricular GCSE music.

3.3 Literacy and numeracy

At the Farnborough Spencer academy we believe in a first-class education for all of our students and **know that reading is paramount to achieving this. We ensure that students' eyes are open to the opportunities for reading. We create numerous opportunities for students to read and nurture a love of reading. We are proud of students' love of reading and this is celebrated and promoted throughout the academy. We track students' engagement in reading and use this to target support.**

Pupils' abilities and talents are assessed regularly in order that we can support them with reading and numeracy. Specific key stage support is put in place where needed to enable students to aim high through the curriculum. Where appropriate, we may modify the curriculum to offer additional support for reading and numeracy so that students can access the wider curriculum. We seek to **develop our students' skills so that they can access texts and all forms of media; learn to read and write for both academic success and for pleasure, and that these become life-long habits.** We believe that this is a whole school responsibility. We promote oracy and utilise strategies to ensure that students contribute in lessons.

3.4 Out of lesson learning

Home learning plays a key role in students learning across the whole curriculum and is set via Google Classroom and students record it in their planners. Home learning is designed to support **interleaving, consolidate classroom learning or extend and deepen students' understanding.** Subjects should set pieces which last around 20 minutes, completed via online platforms or as a paper based activity. For students who are unable to access online platforms, a paper based alternative should be provided. Knowledge organisers also form part of home learning.

Home learning tasks will be self-marked or marked by the students in lessons using a purple pen. Students are rewarded for completion of home learning and supported in completing tasks which are outstanding.

3.5 Intervention

At Farnborough Spencer Academy, we recognise that the coronavirus pandemic has had a significant impact on the progress of young people. Our curriculum has therefore been reviewed, so that students are supported in catching up. AS a part of this a considered programme of intervention has been put in place, prioritising key groups with additional sessions and support.