



# The Sutton Academy

## Curriculum Policy

Status	<b>Non-Statutory</b>
Responsible Governors' Committee	<b>ALT</b>
Date last approved by TB	<b>Not Applicable</b>
Responsible Person	<b>Mr D Hudson</b>
To Review Date	<b>January 2025</b>
Last Amended Date	<b>January 2023</b>

## Introduction

As an academy, our curriculum is shaped by the statutory requirements, the National Curriculum and the ethos and learning vision of the sponsors. We believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum. We encourage and support all children to achieve their full potential at The Sutton Academy. The curriculum is designed to provide academic rigour with a clear focus on baccalaureate subjects, but also with a balance of qualifications to support the journey post-16.

## The curriculum

*The curriculum is “the entire planned learning experience,” encompassing lessons, location, events, environment, routines, extended hours and out-of-school learning.*

## The curriculum and our values

We want our students to grow into kind, reflective and resilient citizens who use their knowledge to contribute to and better the communities they belong to.

## The five pillars of curriculum

We offer a curriculum built on five pillars:

1. Systematic building of **knowledge** sequenced to aid understanding.
2. Lessons taught in a way to ensure knowledge is **retained in long term memory** and can be used fluently.
3. **Tiered vocabulary** instruction and **opportunities to read** are integral to the design of the curriculum.
4. Links are made to **cultural capital** so that the curriculum is made relevant and students are engaged with topics from all walks of life.
5. Students are taught the skills to apply the knowledge they have learnt.

## **Consideration has been taken when developing our curriculum to ensure that:**

- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We organise our curriculum to promote the academy values of Kindness, Resilience, Reflection and being Part of our Community.
- We have taken the notion of ‘core knowledge’ from the National Curriculum and identified the ‘intended knowledge’ of each lesson / sequence of lessons.
- We identify the required prior knowledge of each lesson. We do this in full understanding that all knowledge builds on prior knowledge and thus our curriculum must develop cumulatively.
- Teachers set high expectations for every pupil. We plan challenging curricula for all students, scaffolding lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Teachers use appropriate assessment to set targets which are deliberately ambitious.
- Topics are relevant to life in modern Britain so students are prepared to be good human beings and citizens when they leave the academy.
- We expose students to the very best of what has been thought and said.
- It acts as both a mirror and window for our students, helping them to learn about themselves and others.

## Numeracy

- Teachers should maximise opportunities to develop students' numeracy and mathematical reasoning.
- Teachers should encourage students to apply their mathematics to problems beyond the maths curriculum.
- Please refer to the academy's Numeracy Policy for further details.

### **Literacy**

- The academy embraces the belief that English is both a subject in its own right and the medium for all teaching. Therefore, the academy believes that the development of literacy is the foundation for success in all subjects.
- Please refer to the Literacy Policy for more information, including information relating to the development of reading across the academy.

### **Structure of the curriculum**

- The academy is required to teach religious education at all key stages and does so as part of the 'Core' curriculum. The academy also provides sex and relationship education to all students both directly through our PSHCE programme, and also indirectly through relevant subject areas e.g. the nature of relationships may be discussed during an analysis of Shakespeare's Romeo and Juliet.

### **Key Stage 3**

- Students follow a knowledge-rich curriculum which is, at the very least, as ambitious as the National Curriculum.
- The Key Stage Three curriculum is intended to embed a foundation of broad and deep knowledge from which future learning can build.
- A robust approach to summative and formative assessment ensures students are aware of their individual knowledge gaps and misconceptions, and how to address these.
- Students are provided with a well-balanced curriculum with academic rigour at its heart.
- A personalised AEN curriculum is in place for those students who need extra support to access mainstream learning. The breadth of the National Curriculum is still covered but lessons are also dedicated to Social Skills, Organisational skills and Numeracy/Literacy.

### **Key Stage 4**

- Key Stage 4 offers students a diverse choice of subjects to study for 2 years alongside the core subjects of English, mathematics, science and the foundational subjects of citizenship (via PSHCEE), computing and physical education.
- We believe an ambitious curriculum should provide opportunity for the studying of the English Baccalaureate. As a result, our options process allows for all students to select the collection of subjects contained within the baccalaureate.
- We support students and their parents in selecting the appropriate collection of subjects through a process of 'pathways' which provide guidance relating to the option process rather than dictation.
- Option pathways will ensure students select a balance between baccalaureate subjects along with a range of qualifications which will support their journey, post-16.
- Qualifications include, but are not limited to, GCSEs, AS Levels, BTEC and NCFE qualifications.

### **Key Stage 5**

- As an 11-18 academy, our Sixth Form offers continuity from Year 11 with clear progression pathways to further study. We offer a wide range of academic and vocational courses, with students able to choose a blend of qualifications to suit their aspirations.
- The curriculum is built with our students' aspirations in mind, giving students the opportunity to study complementary qualifications preparing them for future careers in a variety of different settings such as STEM or Clinical Care.
- Students who wish to opt to study a more diverse range of subjects can do so.
- Key Stage 5 students benefit from a personal development curriculum ensuring they leave us prepared to face the challenges that lie ahead.
- All students not achieving a grade 9 to 4 in GCSE English or Mathematics will be given additional support in order to achieve this foundational milestone.