

Curriculum Overview 2019

Intent	Implementation	Impact
<p>Christian Distinctiveness:</p> <ol style="list-style-type: none"> 1. Instil our seven core values 'Compassion, Forgiveness, Respect, Hope, Self-Discipline, Honesty and Love' across the curriculum and academy 2. Actively demonstrate Christian values in school so that our students grow and develop within a nurturing and respect-based environment 3. Embed prayer and reflection 4. Provide opportunities for staff/student reflection led by our local chaplain 5. Develop opportunities for students to take more frequent and greater responsibility for the planning and leading of worship 6. Grow relationships with the local community 7. Coordinate events with St Mary's Church. 	<ol style="list-style-type: none"> 1. Through banners, TFCHA, Curriculum areas. Whole school worship assemblies 2. Visual displays around school, quiet reflection, Christian club in school, reflection 3. During AYL and whole school assemblies linking to the TFCHA 4. Bi-weekly meetings in the reflection room, staff and community prayer afternoons 5. Students writing and contributing to the TFCHA, students lead prayer in whole school assemblies 6. Through working with feeder schools and other faith organisations. 7. Visiting speakers, student led concerts 	<ol style="list-style-type: none"> 1. Encourages a harmonious environment building character and resilience for all 2. Students grow and develop within a nurturing and respect based environment 3. Students are calm and reflective in all areas of the curriculum 4. Builds relationships with the local church providing students and staff with well-being support 5. Students develop leaderships skills supporting our vision and ethos 6. Instils our Christian faith within the wider community 7. Ensuring wider community involvement
<p>Key Stage 3:</p> <ol style="list-style-type: none"> 1. Identify learning needs of our Y6 future cohort 2. Develop sequencing towards cumulatively sufficient knowledge/skill 3. Offer a diverse range of subjects both academic and vocational 4. Provide stretch and challenge for all 5. We prepare students for the next steps in their future 6. Collapse the timetable to participate in opportunity and revision days 7. Construct a curriculum that is bespoke and suits the needs of every individual, including extra-curricular opportunities 8. Engage with our multi-cultural community, ensuring students learn about different cultures throughout their studies 9. Students read widely and often with fluency and comprehension 10. We develop leadership skills through coaching and peer mentoring/ Student Voice 11. We provide enrichment for students in Y7/8 – learning outside of the classroom. 12. Students are given advice and guidance relating to healthy relationship 13. We develop and support their character, resilience and wellbeing 	<ol style="list-style-type: none"> 1. Through department visits and subject based workshops 2. Through SOW, book presentation, sequence of learning 3. Full curriculum offer at all key stages Inc. technical qualifications 4. Through every curriculum area and lesson objectives 5. Through Life Skills lessons, university and employer visits and speakers 6. Research into how students learn/revise 7. Consultation with student's and parents, options evening, auditing of Curriculum needs and student's wider interests 8. Link with local Church and Mosque, PRE visits to various places of worship through SOW within curriculum areas 9. Literacy and Numeracy intervention for all (led by specialists at KS4) 10. Y10 and Y7 mentoring programme, Student Voice leading assemblies, Student coaching opportunities 11. Delivered as part of our extended school day on a Tuesday for 45 min Students sign of for 6 activities 12. Through our Lifeskills programme/speakers 13. Led by our Students Wellbeing lead and resilience programme 	<ol style="list-style-type: none"> 1. Greater understanding of learning needs of all individuals identified 2. Students learning is more sequential and all gaps are covered 3. School of choice for all learners and a bespoke individual curriculum 4. Allow students to learn in more depth and develop independent learning 5. Enable students to aspire to further and higher education 6. Students revise independently and learn to apply these skills 7. Focusing on student's interests and skills, and encourage a love of learning inside and outside the classroom 8. Harmonious learning for all within school, greater links and relationships within the local diverse cultural community 9. Enable students to learn to develop greater literacy and numeracy skills 10. Developing student leadership within our school community, students are more involved with key school decisions 11. Students learn new skills outside of the curriculum in a risk free environment – developing other interests and experiences 12. Students are more aware of risk and maintain healthy minds 13. Students build resilience and good mental health improving outcomes
<p>Key Stage 4:</p> <ol style="list-style-type: none"> 1. We offer a wide range of academic and vocational opportunities (four open options) 2. Increased time to support students with the core subjects 3. Offer the "creative curriculum" including Art, Photography, Music, Dance, Drama and Technology 4. Importance given to students 'personal development' in all areas of the curriculum, ensuring students are ready for the next stage of education 5. An appropriate level of stretch and challenge for all 6. Collapse the timetable to participate in opportunity and revision days 7. To offer educational and experience based day trips and residential in all subject areas; ensure these are accessible to disadvantaged students 8. We provide opportunities for enrichment through experiences, such as DofE and STEM initiatives 9. We develop leadership skills providing presentation opportunities 10. Preparing students for their next steps, transition activities to support - careers and education advice. 11. Students acquire knowledge, behaviours, and skills that they can tap into to demonstrate their cultural capital 	<ol style="list-style-type: none"> 1. Non narrowing of the Curriculum, looking closely at each cohort and their individual needs 2. Supported learning to increase core subject time where identified 3. Ensure a creative option in each block, allow students to take multiple creative options 4. Through the Life Skills programme, resilience leader, external speakers, work related learning support 5. Through every curriculum area, forms part of the lesson objectives 6. Research into how students learn/revise. 7. Identify opportunities for trips and visits through SLT meetings, Ensure disadvantaged students have the opportunity to participate 8. Workshops with BNU/Oxford Brookes/Army days/Opportunity Day DofE qualification (Bronze/Silver) and STEM 9. Through coaching workshop/senior students mentoring programme 10. Through independent bespoke work experience for identified students, attend career fairs 11. Through our life skills programme, gallery visits, language days our core values. Through empathy and sympathy. 	<ol style="list-style-type: none"> 1. Constructing a curriculum of choice to reflect student interests, enabling students to decide through consultation a particular educational pathway 2. Improved numeracy and literacy skills across the curriculum 3. Enable students to select a broad range of creative and academic subjects widening choice not narrowing 4. Students understand how to stay healthy/positive and know the dangers of unhealthy relationships, choices and risk. 5. Allow students to learn in more depth and personalising their learning 6. Students develop creative revision techniques to support learning 7. Allows students to have wider experiences outside of the classroom and to raise their awareness of other cultures 8. Provides students with an opportunity to gain new skills, to learn outside of the classroom, mastery of team building skills. 9. Gives students responsibilities and opportunities to present to their peers 10. Students are aware of what steps they need to take to secure a university place apprenticeship or work position 11. Students become global citizens of the future and demonstrate cultural, historical understanding

<p>Key stage 5:</p> <ol style="list-style-type: none"> 1. We offer a diverse range of academic, creative and vocational qualifications to enable students to pursue their interests and achieve their future aspirations at level 2 and 3 2. We have programmes of study/pathways that meet the needs of the individual student enabling them to tailor their own pathway 3. We provide stretch and challenge for the more able (EPQ, and Oxbridge opportunities) 4. We offer financial support for disadvantaged students (Low, medium priority funding) 5. We have a linear approach to A levels, allowing flexibility and additional time, to tailor the curriculum to students' needs 6. We create opportunities for underrepresented subjects in the local area to be part of our curriculum such as Sport/Dance 7. We provide students with information on university applications, apprenticeships, work experience and employer engagement. 8. Opportunities to develop leadership skills (student leadership awards/mentoring) 9. Resit GCSE English and Maths where required 10. We provide enrichment and complimentary studies 11. We offer a PRE programme for students aged 11-19 	<ol style="list-style-type: none"> 1. Y11 interviews (3) and specialist subject requests. Review and revise KS5 course every year to allow students to have a wider choice at vocational and academic level 2. Various pathways (3) to enable students to choose a mix of vocational and academic subjects 3. Meeting and interviews regarding student aspirations in Y12 – UCAS process introduced with mentors 4. Through identification/application 5. Extending the timetable block to create more opportunities for students to take their preferred subjects 6. Audit other schools and their offering, become the school of choice in the local area 7. Through Life skills programme, University visits, speakers throughout the year, University information fairs, apprenticeships 8. Mentoring students lower down the school, coaching and leading various initiatives to motivate 9. Embed within timetable with skilled teachers 10. Timetabled within curriculum to build skills and independence 11. Enable students to reflect on matters regarding Philosophy and ethics 	<ol style="list-style-type: none"> 1. Student make informed choices through interviews and consultation. Targets are set and these are monitored by subject teachers and SLT 2. Opportunity to take courses that suit the needs of the students and lead to positive outcomes and learning experiences 3. Students to visit universities. Students have the knowledge of how to secure a university place through the application process. 4. Enable students to fund their studies 5. Students have greater choice in both vocational and/or academic subjects 6. Allow students from other schools to join our sixth form through our individual curriculum. 7. Students develop a secure knowledge of life after school and what pathway are available to them. Students make more informed choices. 8. Provides students with an opportunity to build on their experiences and enhance their CV's 9. Provide students an opportunity to continue into the level 3 programmes 10. Opportunity to learn new life skills and to build experiences. 11. Develops student's social and moral outlook.
<p>Curriculum experiences:</p> <p>Daily lessons 25 per week (26 inc enrichment Y7/8 only) Y12/13 9 lessons per fortnight per subject/Weekly assembly led by SLT and AYL – embedding our core values and enriching our students morally, personally, spiritually and academically, reflecting with prayer/Registration and pastoral time – This includes The Thoughts For Chiltern Hills Academy (TTFC), the literacy and numeracy programme (pm sessions)/Extra-curricular offer – Enrichment opportunities for Y7/8 and Y12 students. Extra-curricular opportunities at lunch and break/before school/Mentoring programmes involving coaching and leadership. Purposeful trips and visits that enhance students' social, spiritual and emotional wellbeing, through our resilience programme in Y7/PE Festival days for feeder schools/Merits and rewards to motivate.</p>	<p>Curriculum tracking:</p> <p>Learning walks and lesson reviews/Department reviews/AYL RAG reviews/Behaviour tracking - SIMS/Report data/Underachieving departments using RAP/Governor linked visits (twice per year)/Disadvantaged tracking /SEND tracking/ Meeting minutes (Curriculum and Year Team) and line management/Extra-curricular attendance – Enrichment</p>	
<p>Evidence shows impact to be effective, with:</p> <ul style="list-style-type: none"> • Improving and in some areas excellent outcomes at GCSE (Comp Sci, Art, Photo, Drama) • Excellent outcomes at KS5 both academic and vocational • Very good behaviour for learning evident across the curriculum (Review June) 2019 • Flourishing in the creative subjects – uptake and outcomes (Art, Photography and Performing Arts) • Acceleration of resilience in Year 7 • Reading in Y7/8 • Young people who understand their ethos and vision of the Academy • Excellent careers, information, advice and guidance across all key stages. 	<p>Continued areas of focus:</p> <ul style="list-style-type: none"> • Disadvantaged students in all areas of the curriculum • Stretch and challenge across the curriculum • Identifying gaps in knowledge and the journey of the student • Continue and strengthen upon links with primary schools • Skills and knowledge depth and breadth 	

**Please refer to individual curriculum areas for an over view of their Intent, Implementation and Impact.*