



Overall Curriculum Statement 2022/23

King's Academy Binfield and King's Academy Oakwood

KGA Curriculum Statement

King's Group Academies' mission is to equip all pupils with the confidence, knowledge, skills and values that will enable them to thrive in the modern world. Through our academic and personal development curricula, we will nurture and develop the whole child so that each unique individual grows constantly in confidence, and develops the knowledge, skills and self-esteem to achieve their true potential. All children will access a broad, challenging and engaging curriculum, encouraging learning through well established, research-based quality first teaching, enhanced by technology.

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This document sets out the curriculum that we have selected as most appropriate for our students, in line with the KGA statement, that will support them to achieve our vision and aims; 'dare to be remarkable' and 'opportunity and success on a global stage'. There have been temporary amendments made to the curriculum, particularly in the sequencing of some subjects, to support the return to a full, broad and balanced curriculum on return to school post Covid.

Intent

It is imperative that all our students develop the knowledge, skills and understanding in the 'basic skills' (being literate, numerate, digitally literate and strong orators), in order to prepare them for the next stage of their education and their future lives. A significant focus on the active teaching of reading, writing, oracy and maths from the early years onwards is essential. Phonics is the basis for the early teaching of reading, but engendering a love for reading and the use of challenging texts from 3-18 to support the cultural capital of all our students is also essential.

The location of the academies in the Thames Valley, with the diverse and rich STEM career opportunities the region presents, also means the STEM subjects need a high prominence throughout all phases to ensure our students are well-prepared to be successful employees within their local community.

Alongside the focus on an ambitious STEM curriculum, the academies also place great importance on the promotion of the performing and creative arts. We believe the skills, values and behaviours developed through performance can have far reaching impact on students, and so drama, dance and music play an integral part in the curriculum offer 3-16 and within the co-curricular programme.

In order that our key aim of, 'opportunity and success on a global stage' is ensured, students learn Spanish from EYFS onwards and also learn French throughout KS2 and KS3. The continuation of a language at GCSE will be compulsory for all bar a few students in each cohort.

Using the national curriculum as our minimum in each key stage, our curriculum will be broad, ambitious and relevant for the students. Each subject area will be planned from 3-16 to ensure that both knowledge and skills are appropriately sequenced and key learning areas are re-visited as appropriate. Students will not make decisions on their GCSE subjects until year 9 and will therefore continue to follow the full range of subject areas until they enter year 10.

On top of the core and foundation subject areas, it is essential that our students also acquire positive learning attitudes as well as good health and well-being (both physical and mental) and focus will be given throughout all phases on the promotion of these. They also gain a strong age appropriate knowledge and understanding of issues pertaining to sex and relationships, e-safety and careers education as well as wider PSHE issues.

Our curriculum has a clear focus on the acquisition of the key skills therefore, however this is balanced by ensuring that teaching and learning is conducted within challenging, exciting and meaningful contexts. In order that our students can embody our key value; 'dare to be remarkable', our curriculum allows our students to make connections, to try ideas out, to make mistakes and to learn from these.

Although the academies are not bound by the requirements of the Programmes of Study of the Early Years Foundation Stage Curriculum and the National Curriculum, as national assessment and testing is conducted against these, we consider it sensible to base our curriculum on them.

Consequently, we have designed a curriculum which focuses on discrete teaching and learning in English and maths and then weaves these subjects into topics at KS1 or into subject specific learning in KS2 and KS3, where there are purposefully planned opportunities for students to apply them within other areas of the curriculum and for opportunities to write at length.

Repeated practice is valued; we want our students to learn more and remember more. Curriculum maps 3-16 have been developed which show the progression of key skills and knowledge as well as opportunities for repeated practice.

The curriculum is enhanced through a wide range of co-curricular opportunities from visits and visitors, clubs and enrichment opportunities and the opportunity to take on additional responsibilities and leadership positions.

Implementation

We must never under-estimate the capabilities of our primary age students and therefore we use both the passion and subject knowledge of all our teachers to plan and lead the teaching and learning of foundations subjects. Several 'secondary' subject specialists teach across the primary phase, for example in Spanish, music, dance and drama; thus exposing the students from 3 upwards to high quality specialist teaching.

All teaching at KS3 and KS4 is led by specialist teachers. As the academies rapidly grow, if the highest quality teachers cannot be appointed (for example in resistant materials in 2019/20), the curriculum will be temporarily adjusted, as the quality of teaching and therefore learning will never be compromised.

Students who enter KS3 with KS2 outcomes in English and maths 'below expected' are given the highest priority to catch up. A Personalised Development Programme is timetabled simultaneously for all year 7 tutor groups as well as English and maths specialist teachers, so targeted intervention can be implemented.

Analysis of planned, regular moderation, work scrutiny and data drops throughout all phases enable accurate assessments to be made, progress to be tracked and next steps in learning to be planned for, as well as reporting to parents. Our triannual reports to parents comment on essential learning attitudes as well as progress made.

Impact

Challenging targets are set across all phases of the academies. Whilst there was not nationally published data in 2020, strong progress was made by all students in all phases last year, with children in EYFS and KS1 on track to significantly outperform national average in all measures. The DfE Report of Visit in July 2019 recognised the strong progress made. It is intended that the outcomes at all phases and key stages will be above FFT 20%, with the aspiration of being FFT5+ and above national average.

On top of academic progress, the impact of the emphasis placed on the performing arts is tangible in the high quality of public performances and the outcomes of dance/drama competitions etc.

The destinations of our students will be carefully monitored to ensure the aspirational curriculum we have implemented enables strong post-16 progression to A Levels and post-18 progression to university.

September 2020