

The Misbourne Curriculum Statement

Ofsted define the curriculum as “a framework for setting out the aims of a programme of education, including the knowledge, understanding and skills 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 skills students have gained against expectations (impact)”.

<p>Curriculum Intent</p>	<p>Our Vision is simple- ‘To develop world-class students who have the belief in themselves that anything is possible, and they go on to lead happy and successful lives. Our academy curriculum has been designed with this vision in mind, paying close attention to the children and families whom we serve. Our central aim is to meet our students’ needs and aspirations, allowing them to flourish socially and academically, during and beyond their time at The Misbourne.</p> <p>We see the curriculum as the broad mix of all the experiences gained by our students, including lessons, pastoral time, assembly, personal development, trips and visits and other extra- curricular experiences. We all follow the ‘Misbourne Way’, Respect, Responsible and Ready as our guiding principles.</p>	<p>Key Stage 3 Intent:</p> <ul style="list-style-type: none"> • Focus on the developing knowledge and skills • Instilling our core values of ‘The Misbourne Way’ • Broad academic experience and wide range of subjects – preparing students for GCSEs and vocational qualifications • Stretch and challenge for all • Preparing students for their next steps and their future careers through education advice • High importance given to our personal development curriculum • Cultural capital through a broad enrichment and extra-curricular offer • Literacy interventions • Opportunities to develop leadership skills (SSAT Leadership Award, Employability Awards) • Targeted support for students (academic mentoring/one-to-one support) • See subject specific curriculum maps <p>Key Stage 4 Intent:</p> <ul style="list-style-type: none"> • Wide range of academic opportunities (four options) • Continued focus on importance of the core subjects • Strong support for the ‘creative curriculum’ including Food, Technology and the Arts • High importance given to our personal development curriculum • Stretch and challenge for all • Enrichment through broad extra-curricular offer and Enrichment Days to support development of cultural capital • Opportunities to develop leadership skills (SSAT Leadership Award) • Preparing students for their next steps - careers and education advice • Targeted support for students (academic mentoring/one-to-one support)
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		<ul style="list-style-type: none"> • See subject specific curriculum maps
		<p>Key Stage 5 Intent:</p> <ul style="list-style-type: none"> • Wide range of academic, creative and vocational qualifications to enable students to pursue their interests and achieve their future aspirations • Programmes of study/pathways which meet the needs of students across the ability spectrum and enable all to thrive • Stretch and challenge for the more able (facilitating subjects, EPQ, and Oxbridge activities) • Targeted support for disadvantaged students (16-19 Bursary, academic mentoring/one-to-one support) • Opportunities which enable students to make informed decisions about their futures, be those at university, on a degree/higher apprenticeship or through employment (assemblies and university visits, external speakers and one-to-one support) • Linear approach to A levels, allowing flexibility and additional time, to tailor the curriculum to students' needs • Opportunities to develop leadership skills (student leadership awards) • Resit GCSE English and Maths • See subject specific curriculum maps
<p>Curriculum Implementation</p>	<p>Our curriculum intent is successfully translated into practice through:</p> <p>Curriculum Experiences:</p> <ul style="list-style-type: none"> • Daily lessons 	

- Weekly assembly for each year group – embedding our vision and core values and successfully enriching our students socially, morally, personally, spiritually and academically
- Registration and pastoral time – tutor time includes a range of activities and skills such as reading, study skills and mentoring,
- Personal Development (PD) lessons which develops their personal, social and moral learning, preparing them for life beyond the Misbourne
- Extra-curricular offer – with weekly opportunities at lunch and after school and a wide variety of additional opportunities outside school (trips and events)
- Enrichment programme including termly Enrichment Days

Policy into Practice:

- Behaviour policy and procedures: helps us instil very good standards of behaviour across the curriculum. Promotes the conditions for successful curriculum delivery as every teacher can teach and every child has the opportunity to learn
- Assessment and Feedback policy: (whole school and curriculum area) – supporting successful assessment of curriculum delivery and feedback to students
- Assessment and Feedback practices: including formal cumulative assessment points (pre-public exams and assessment weeks)
- Teaching and Learning policy: encouraging pedagogical practices that allow for deep learning (knowledge and skills), retrieval, retention, modelling, application and deliberate practice
- Curriculum maps and unit plans/schemes of learning: allowing teachers to know the core knowledge and skills to be taught and to follow an assessment routine
- Literacy policy and procedures: documenting strategies used to accelerate learning for students below 100 in Year 7, encouraging accelerated access to the curriculum combined with a greater focus on reading across the school
- Most Able Policy supporting successful curriculum areas to add stretch and challenge (by key stage)
- Curriculum meetings focusing on curriculum and pedagogy
- Targeted support for students (academic mentoring/one-to-one support)
- Pupil Premium strategy: documenting the actions we take to encourage curriculum access for all of our disadvantaged students
- Interventions improving curriculum access for students in need of additional support
- PD topic outline: updated every year to ensure coverage of relevant, contemporary issues
- Careers guidance for every year group in line with Gatsby Benchmarks to ensure appropriate information and advice is given
- Communication of whole school foci: gender divide, Pupil Premium and more-able – ensuring curriculum delivery is tailored in these areas
- Year 8 and year 11 Guided Choices process: students are guided towards informed choices so that they access the most appropriate elements of the curriculum to meet their needs
- Regular curriculum leader line management meetings with SLT to retain sharp focus on broad and curriculum area specific intentions
- Educational visits across key stages and curriculum areas to allow learning to be developed and diverse

	<ul style="list-style-type: none"> • Weekly assemblies that develop that the spiritual, moral, social and cultural learning of students • See subject specific curriculum maps
Curriculum Impact	<p>Curriculum impact is assessed in the following ways:</p> <ul style="list-style-type: none"> • Student outcomes • Learning walks and lesson reviews • Assessment and Feedback reviews • Behaviour tracking • Report data • Meeting minutes (Curriculum and Year Team) and line management meetings with Curriculum leaders • Uptake at KS4 and 5 (including KS5 retention) • Extra-curricular attendance • Disadvantaged tracking • SEND tracking <p>Evidence shows impact to be good, with:</p> <ul style="list-style-type: none"> • Improved 'Above Average' Progress 8 score in 2019 +0.36 • Good and in some areas excellent outcomes at GCSE and A-Level • Increased L3VA to +0.01 • Pathways evidence post 16 and 18 • Increased retention rates into Sixth Form • Very good behaviour for learning evident across the curriculum • Flourishing in the creative subjects – uptake and outcomes (Art, Design Technology, Food Technology, Photography and Performing Arts) • Accelerated Reader Programme for years 7,8 and 9 • Thriving SSAT Student Leadership Awards programme • Excellent careers, information, advice and guidance across all key stages. The academy is a National Careers Hub <p>Continued areas of focus:</p> <ul style="list-style-type: none"> • Embedding a rich knowledge-based curriculum • Stretch and challenge across the curriculum

	<ul style="list-style-type: none">• Ensuring the curriculum is academic accessible and engaging for all our students so as to improve student outcomes for all groups• Pathways – ensuring we have the right offer at KS4 and 5, including increasing our Ebacc uptake• Cumulative Assessment leading to improved student outcomes
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