



The Thomas Alleyne Academy

Curriculum Statement – 2019/2020

Intent

At The Thomas Alleyne Academy, our curriculum will:

- be as broad as possible for as long as possible;
- build on our students' prior learning and work towards mastery of subjects in Key Stage 4, and Key Stage 5 where appropriate;
- clearly specify the knowledge and skills our students need to learn;
- be sequenced to enable reinforcement of knowledge and skills, within and across subjects;
- be enriched through a substantial and varied extra-curricular programme;
- prepare our students for their next steps and link to the world of work.

Implementation

We will implement our curriculum in the following ways:

- Our curriculum will be organised into subjects, allocated an appropriate amount of curriculum time each year (see Appendix 1 and Appendix 2).
- Each subject will develop and organise their curriculum through:
 - subject mastery statements
 - curriculum overviews
 - unit overviews
 - knowledge organisers.
- Timely and effective home learning tasks will be set to consolidate learning.
- The academy will have a co-ordinated and varied programme of extra-curricular activities.

Impact

We will assess the impact of our curriculum on student progress, through the use of our five assessment principles in:

- lessons
- regular assessments
- end of year/key stage exams.

Appendix 1

Curriculum at TAA

Key Stage 3 - Foundation Stage (Years 7, 8 and 9)

All students follow a common curriculum.

| Core | EBACC | Other |
|---|--|---|
| <ul style="list-style-type: none">EnglishMaths | <ul style="list-style-type: none">ScienceSpanishGeographyHistoryComputer Studies | <ul style="list-style-type: none">ArtDramaDesign TechnologyFood TechnologyMusicPEPSHEReligious Studies |

In Key Stage 4 the curriculum is designed to provide continuity, balance and breadth, whilst also enabling students to specialise in courses which meet their needs, aptitudes and career intentions.

| KS4 | 4 x Option Choices | |
|---|---|--|
| Core | EBACC | Other |
| English Language English Literature Maths | Combined/ Triple Science Spanish Geography History Computer Science | Art Business Studies Business and Enterprise Computer Science Creative iMedia Design Technology Drama Hospitality & Catering Music PE Religious Studies Sport Studies |

All students in Key Stage 4 have core PE for 2 hours per week, along with a Philosophy for Life lesson in Year 10.

KS5

There are a range of courses on offer, which meet the needs and interests of a range of students. Students can study 3 A level subjects, or a mixture of A Level and Technical options. Students starting in Year 12 start 3 Level 3 qualifications. All students have directed supervised study for a minimum of 4 hours a week.

Appendix 2

Summary of Curriculum Shares

| | | | | | | | | | | | | | | | | | |
|---------|---------|----|-------|---------|----------|----------|----------|----------|----------|---------|---------|----|----|----|----|--------|--------|
| Year 7 | English | Lb | Maths | Science | Cs | RE | History | Geog | Spanish | Dt | Ar | Mu | Dr | Se | PE | Year 7 | |
| Year 8 | English | Lb | Maths | Science | Cs | RE | History | Geog | Spanish | Dt | Ft | Ar | Mu | Dr | Se | PE | Year 8 |
| Year 9 | English | | Maths | Science | Cs | RE | History | Geog | Spanish | Dt/Ft | Ar | Mu | Dr | Se | PE | Year 9 | |
| Year 10 | English | | Maths | Science | RE | Option A | Option B | Option C | Option D | PE | Year 10 | | | | | | |
| Year 11 | English | | Maths | Science | Option A | Option B | Option C | Option D | PE | Year 11 | | | | | | | |

| Subject hours per fortnight (averaged over year for Y9 Dt/Ft) | | | | | | | | | | | | | | | | |
|--|---------|-----|-------|---------|------------------------|---------------|-----------|---------|---------|------|-----|----|-------|------|----|----|
| | English | Lib | Maths | Science | Comp Sci | Design & Tech | Food Tech | Spanish | History | Geog | Art | Mu | Drama | PSHE | RE | PE |
| Year 7 | 6 | 2 | 7 | 7 | 2 | 3 | 0 | 4 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 4 |
| Year 8 | 7 | 1 | 7 | 7 | 2 | 1.0 | 2.0 | 4 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 4 |
| Year 9 | 8 | | 7 | 7 | 2 | 2.7 | 1.3 | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 4 |
| Year 10 | 8 | | 7 | 10 | Options: 4 @ 5 periods | | | | | | | | | | 1 | 4 |
| Year 11 | 8 | | 8 | 10 | Options: 4 @ 5 periods | | | | | | | | | | | 4 |

Appendix 3

Assessment – Our five key principles

1. Establish and share the learning goals with students
2. Ensure the teacher, and the students, know how they will be assessed
3. Provide appropriate exemplars so students can see best practice
4. Provide feedback that can enable the students' learning to move forward
5. Enable students to demonstrate progress following feedback