



CURRICULUM RATIONALE

Introduction

The Pingle Academy curriculum for 2019-20 has been developed in line with an agreed The de Ferrers Trust curriculum and our shared values. It has been designed to help provide the best platform for achievement for the young people in our care, as outlined in our mission statement: "To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background."

The de Ferrers Trust 2019

At The Pingle Academy we understand 'curriculum' to be the mechanism by which we provide a comprehensive education for our students based on their need, ability, aptitude and aspiration. This includes all planned activities in and outside the classroom which contribute to the development of all students regardless of gender or background and which prepare them for continuing participation in education, employment or training so that they become active citizens.

INTENT

- To provide a broad and balanced curriculum which is rich in knowledge and skills and meets the needs of all students.
- To ensure that students aim to "aspire and achieve" and in so doing, to help all students to raise their aspirations and exceed expectations.
- To ensure that students are resilient and respectful citizens who go on to make a positive contribution, both locally and in wider society.

Academy curriculum aims

- To plan for a clear progression route in each subject area, through their 3, 5 or 7 year curriculum. Each lesson will have a purpose and fit into a sequence of lessons over time.
- To address social disadvantage through the curriculum, ensuring it is truly equitable and challenging for all students, regardless of background.
- To address gaps in literacy and numeracy at the earliest opportunity, to ensure all students can access all areas of the curriculum as they progress through the academy.
- To encourage and inspire students who read for pleasure to do so for life
- To ensure students in Years 7, 8 and 9 experience a full curriculum during this "enrichment" phase, before specialising in Key Stage 4. This is important for the long term achievement and well-being of our students.
- To ensure students in all Key Stages have full access to the arts, Physical Education, Computing and a range of Design and Technology subjects.
- To ensure that the Key Stage 3 curriculum content for each year is not seen as a stepping stone to GCSE, but rather an opportunity to provide students with the knowledge and skills required to be successful in Further Education, employment or training and life.
- To provide students in Key Stage 4 (Years 10 and 11), "the GCSE/BTEC years", with access to a curriculum appropriate to their individual needs. In addition to the English Baccalaureate and a range external qualifications, the Key Stage 4 curriculum aims to provide wide ranging opportunities for creativity, employability and life skills.

Reading aims

"If pupils are not able to read to an age appropriate level and fluency, they will be incapable of accessing the rest of the curriculum and they will rapidly fall behind their peers." Ofsted 2019

- To address gaps in reading, as identified from Key Stage 2 upon entry.
- To equip students with the knowledge and cultural capital they need to succeed in life. Both an extensive values curriculum and increasing the volume and range of vocabulary to which students are exposed, aims to address this.



Values aims

- To foster citizenship and British values at Key Stage 3 and 4 through a themed “values” curriculum, which spirals throughout each year, ensuring that students are provided with the age appropriate knowledge and skills to be able to make positive lifestyle choices as they grow. This is also promoted through the pastoral curriculum.
- To implement in full the new RSE curriculum from September 2019 and prepare students for the 21st century, with regard to the students’ own well-being and the well-being of others.
- To provide a range of additional enrichment opportunities beyond the curriculum for students to demonstrate their physical and creative potential, for example via themed days.
- To build a strong moral character, resilience and a growth mindset in our students, to enable them to go on to be successful, lifelong learners.

SEND aims

- To ensure the curriculum meets the needs of all students within the academy, including students within the ERS (LSB and ARC), or those within mainstream who have SEND.
- To ensure SEND students are provided with the opportunity to acquire and practise a range of life skills.
- To give sufficient time for SEND students to develop the social and emotional aspects of their education. Self-esteem, coping skills and communication are key skills which are all taught through the curriculum.
- To provide qualifications which meet the needs of each individual student with SEND and which lead to progression opportunities beyond The Pingle Academy.

Most able student aims

- To provide an effective setting model in Year 7 and 8 for the most able students within 2 equal and mixed ability bands of students, therefore allowing for a 2 top sets.
- To provide an effective setting model in Year 9, 10 and 11 students via a linear model, which enables the more able students to be setted together, thereby facilitating a faster pace of lesson.
- To provide the opportunity for the most able Mathematics students to study Additional Mathematics alongside their GCSE.
- To accelerate the rate of progress for most able students in all subjects (in Science more able students follow an accelerated delivery calendar to prepare for the opportunity of Triple Science in Year 11).

Alternative provision aims

- To accommodate students who are at risk of permanent exclusion in an onsite alternative provision facility. This occurs when an extensive range of strategies used to support their behavioural challenges have been deemed unsuccessful, including quality first teaching and wave 1 and 2 interventions.
- To ensure that within this environment, students are provided with an individual curriculum which is appropriate for each student’s ability level, including academic qualifications.
- To ensure all students access a full curriculum, as appropriate, including Physical Education, the arts and PHSE.
- To support a small number of students who are unable to study within mainstream education at Newhall Support Centre. They follow a full curriculum in KS3 and a core curriculum in KS4, as deemed appropriate after joint consultation, to ensure that the needs of each student is met.

IMPLEMENTATION

- Lessons are taught across 25 periods per week and within a two week timetable.
- Opportunities are offered at break, lunch and after the academy day to enrich the students’ experience and students take advantage of the many clubs on offer:
- Form period time is daily for 20 minutes and is comprised of a focused period of study:



- Key Stage 3: assembly, silent reading, IT and numeracy.
- Key Stage 4: assembly, additional GCSE English/Mathematics/Science
- Key Stage 5: assembly, extended study programme.

The de Ferrers Trust curriculum alignment

Alignment at Key Stage 3 and Key Stage 4/5 for examination courses is in place for 2019-20 for the majority of subjects across the three secondary academies within The de Ferrers Trust, where appropriate and based on local context. This has provided the following benefits:

1. A common curriculum map which includes sequencing of key topic areas, planned revisiting of these topics and the continual development of appropriate concepts.
2. The sharing of resources and a reduction of staff workload.
3. A reduction to 3 x common assessment points throughout each year for each subject area, to improve the range and quality of data being collected and analysed and to improve work life balance.
4. Calendared moderation windows to increase the accuracy of assessments and feedback to students to enhance their learning experience.

1. Implementation of KS3 curriculum

All students in Year 7 and 8 study the following subjects (hours per week shown in brackets):

Core subjects	English (4), Mathematics (3) and Science (3)
EBacc	MFL (2), Geography (1) and History (1)
Creative Arts	Art, Drama and Music (3)
Values	Religion (1) and PHSE/Citizenship (1)
Others	PE (2), Technology (2) and IT (2).

All students in Year 9 study the following subjects (hours per week shown in brackets):

Core subjects	English (3), Mathematics (3) and Science (3)
EBacc	MFL (2), Geography (2) and History (2)
Creative Arts	Art, Drama and Music (2)
Values	Religion (1) and PHSE/Citizenship (1)
Others	PE (2), Technology (2) and IT (2).

- An intensive transition process is undertaken at each feeder primary school, which is visited by both the Year 7 Progress Leader and SENDCo, ensuring that the individual needs of each students are taken into account and that students are appropriately challenged immediately through the curriculum.
- In Year 7, students are grouped within each mixed ability band, based on SAT results. The MIDYIS test, which is taken early into the new academic year, identifies students' potential which may have been missed through the SATS. This, coupled with summative assessments, enable us to check that students are correctly placed.
- To address gaps in social skills and to enable students to have the opportunity to succeed from the outset of Year 7, The Pingle Academy will continue to operate a "nurture" group which involves a group of students (identified by primary colleagues) who have fewer teachers and a more flexible core curriculum that aims to meet the individual needs of all these students. This has been developed in conjunction with the Educational Psychologist. The aim is for a successful transition into mainstream classes before the end of the first year.
- The Pingle Academy uses Accelerated Reader for all students in Year 7 and 8, which complements English lessons and ensures students of all abilities are able to access all parts of the curriculum throughout their school career (only 50% of students in 2017 cohort entering the academy achieved the expected standard in reading, compared to 61% who did so nationally).



- Beyond the curriculum, students who are below the expected standard in reading will be selected for the Corrective Reading programme and are removed from lessons on a rota basis to facilitate this process before re-integration.
- In Year 7, all students will be provided with an MFL as part of their full curriculum (this is a change from previous years where students with low Key Stage 3 SATS scores in English and Mathematics were disapplied from MFL for additional intervention).
- Students in Year 8 and 9 who had previously been disapplied from MFL for additional English and Mathematics, will continue to be disapplied from MFL and will work with intervention teachers to close gaps in literacy and numeracy.
- Students are given the maximum range of subjects to study throughout Key Stage 3, which includes continuing to study both History and Geography. This will then lead having the option of choosing both subjects at GCSE level if they so wish.
- At the end of Year 8, students will make a choice for Year 9 regarding their creative arts options and can choose from any combination of art, music and drama, with groups being decided through students' choice. Allowing students who wish to focus on a particular creative art in greater depth in Year 9 to do so, is anticipated to motivate students to go onto further study in these areas.
- All students will be given 2 hours per week for Physical Education throughout Key Stage 3. This is supported with a wide range of extra-curricular opportunities with both competitive and non-competitive physical activities to develop a healthy lifestyle.
- All students will be given 2 hours per week for Technology subjects throughout Key Stage 3, which includes woodwork, metalwork, cooking, textiles and product design projects with a large emphasis on the practical skills required in these subjects.

2. Implementation of KS4 curriculum

All students study the following subjects (hours per week shown in brackets):

Core subjects	English (4), Maths (4) and Science (5)
EBacc	Geography or History (3)
PE	Core PE (1)
IT	iMedia (Cambridge National) (1)
Values	RE and PHSE/Citizenship (1)
2 x Options	(All options are 3 hours per week) Options are chosen from an extensive list: GCSEs: Art, Food and Nutrition, Psychology, Spanish, Business Studies, Sociology, Drama, Philosophy and Ethics BTEC/CACHE: Sport, Engineering, Construction and Child Development

Where Music and Computer Science cannot be offered within the option blocks, capacity is built through twilight GCSEs to maintain breadth for a smaller group of students who wish to pursue examination courses in these areas.

- Students make their GCSE option choices during January/February of Year 9. Every student is supported through this process, which includes the options evening, taster sessions and information assemblies on new subject areas. Form Tutors play a crucial role within the process by supporting each student and ensuring, along with parent/carer support, that students choose a Key Stage 4 curriculum which is appropriate for them in terms of both their progress and future career or study choices.
- All students are targeted to achieve a minimum of 8 qualifications (this will rise to 9 or 10 qualifications should students be entered for Triple Science and/or twilight Music/Computer Science)
- Final entries for Triple Science are confirmed at the end of Year 10.
- The academy has taken the decision at this stage not to make a Modern Foreign Language a compulsory option for any student. The 2020 Year 11 cohort have 15.6%



entered for the Ebacc suite of subjects and in 2021 the figure is 13% (11.9% in 2019 and 13.7% in 2018).

- Students are encouraged to opt for a MFL wherever possible, but not at the expense of those who wish to choose a broader suite of courses to match their future ambitions and lifelong interests.
- The Pingle Academy is committed to increasing the percentage of students being entered for the English Baccalaureate moving forwards, in line with the Government's response to its EBacc consultation published in July 2017 and the Government's national ambition of 75% of Year 10 students being entered for a MFL by 2022.

3. Implementation of KS5 curriculum

All students study the following subjects in at least 3 blocks (hours per week shown in brackets):

Option Block A (5)	Biology, English Literature, History, Further Mathematics, Sociology and Vocational Sport
Option Block B (5)	Business Studies, Health and Social Care, Mathematics, Psychology and Sociology
Option Block C (5)	Applied Science, Art and Design, Chemistry, History, Politics and Psychology
Option Block D (5)	Business Studies, English Language, Geography, Law, Physics and Psychology
Option Block E (2)	Resit English, Resit Mathematics, EPQ and AS Spanish

- Students wishing to attend The Pingle Sixth Form must apply in November, are interviewed in January and then attend an induction day in July. Once examination results are available, students must meet the entry requirement for the Sixth Form as a whole (4.9 ALPS APS), as well as individual subject entry requirements.
- Students are given the maximum flexibility of choice possible, whilst being mindful of their attainment on entry, option group viability, average class size, university course entry patterns and the academy budget.
- Additional learning opportunities include EPQ, AS Spanish, Film Studies, extended study skills, volunteering, work experience and enrichment activities, including regular visiting speakers.

4. Careers

- The careers' programme is delivered during PSHE lessons in addition to assemblies. This is coordinated by the Careers Leader, along with members of the Senior Leadership Team and the Social Sciences Faculty.
- Guidance on Further/Higher Education, apprenticeships and career choices, forms an integral part of this programme, along with students understanding the importance of having a career.
- Representatives from outside agencies, universities, local providers and companies are involved in both the planning and the delivery of careers guidance.
- Assemblies and CEIAG opportunities are well planned to adapt to the students of different ages, with external agencies coming in to target specific age groups.
- Students have access to a wide range of literature both in school and through UNIFROG, along with university visits, workshops and talks from other providers including apprenticeships and employers.
- The academy works closely with an independent careers adviser who offers 1:1 interviews, advice, guidance and action planning interviews at key transition times. Our independent careers adviser is also available for meetings with parents/carers at all Parents'/Carers' Evenings throughout the academic year, as well as our Year 9 Options Evening.
- Students in Year 10 have the opportunity to do work experience and all have an intensive day of interview experience and other aspiration raising activities.



IMPACT

Upon entry into the academy, each student's SAT result (English and Mathematics) is used to support most appropriate setting.

MIDYIS testing is undertaken within 2 weeks and may lead to set changes by week 4.

Each Faculty has produced an assessment plan, which identifies a range of assessment used to inform teaching, identify gaps in knowledge and skills and demonstrate sustained understanding.

Mastery and the transfer of knowledge into the long term memory is a fundamental aspect of the curriculum of each subject area. Key concepts, knowledge and skills have been planned to be continually built on prior knowledge, which then works towards a clearly defined end point.

Students should be able to know more, remember more and be able to do more. This will be evidenced through work scrutiny, lesson observations, learning walks and student voice, as part of our quality assurance.

Whole academy data collections have been reduced from 4 in 2018-19 to 3 in 2019-20, ensuring that only relevant and required data will be collected to help inform future actions to support students to make progress.

- In Key Stage 3, a rank order assessment system is to be used for the first time in 2019-20. This will compare the rank order of a student's average Key Stage 2 score with the rank order of how a student has performed in a range of assessments leading to each assessment point.
- In Key Stage 4, students are assessed and given a projected grade (the grade that it is most likely that they will achieve in their end of course examinations). This is compared to FFT (20) target and use of SPI (subject progress index) via SISRA.
- In Key Stage 5, students are assessed and provided with a projected grade (the grade that it is most likely that they will achieve in their end of course examinations). This is compared against their minimum expected target as determined by ALPS and each student's GCSE APS.

The academy successfully uses a Faculty Performance and Actions (FPA) process after each whole academy data collection to analyse in detail student progress in all subject areas and Key Stage. Clear actions are then identified and sufficient time is allocated to demonstrate the impact of these actions before the subsequent data collection.

National assessments are used as an indicator of outcomes, but not everything taught in the curriculum will be reflected in outcomes alone. Sources of validated data are taken from:

- ASP
- IDSR
- ALPS
- DfE Performance Tables

The academy collects data regarding destinations of both KS4 and KS5 students (IDSR and LA figures) and encourages students to pursue high quality destinations in a wide range of geographical locations to meet future career aspirations.

This is reviewed annually and is linked to the following documents:

Academy Development plan	Assessment, Recording & Reporting policy
Academy SEF	Homework
Literacy policy	Equality policy
Numeracy policy	Careers Education & Information, Advice &
Citizenship policy	Guidance policy
Health Education policy	Work Experience policy
Relationship and Sex Education policy	Work Related Learning policy
SEND policy	