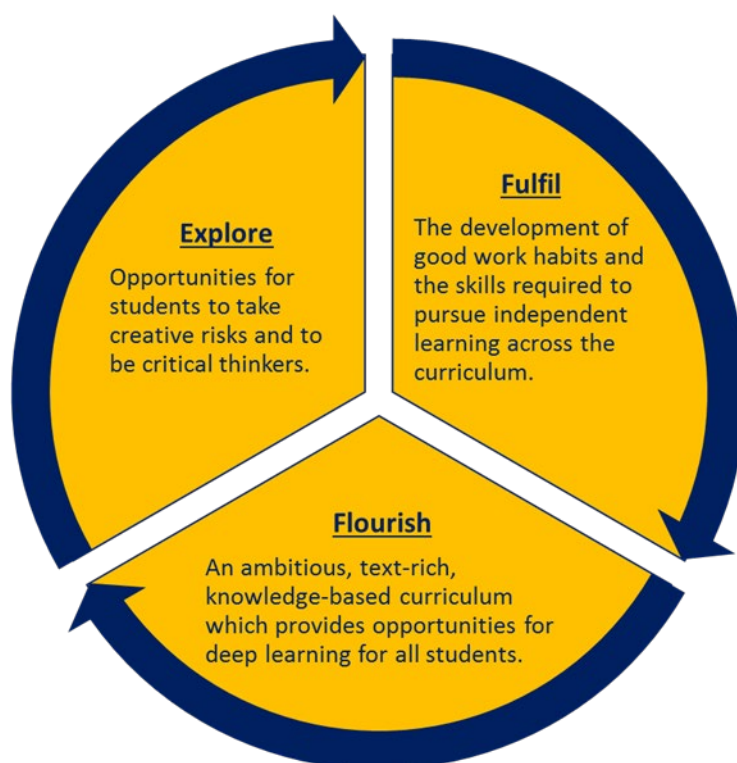


# Joyce Frankland Academy, Newport

## Curriculum Intent and Overview

2019 – 2020



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**Assistant Principal (Curriculum): Carolyn Amado**

## **Curriculum Intent:**

### **The best curriculum inspires, builds confidence and prepares young people for life and work.**

Our intent is to provide a broad, balanced and text-rich curriculum: one which embraces our core beliefs of **Explore, Fulfil, Flourish** and which provides the deep knowledge and understanding needed to allow all students to develop into **independent, inquisitive, imaginative** and **insightful** citizens who contribute positively to their communities.

This will be achieved through a determined focus across all areas of the curriculum on the 4Is: Inquisitiveness, Independence, Imagination and Insightfulness. Curriculum leaders will incorporate these core principles into the programmes of study for all year groups, and all teachers will plan to ensure that they are a key part of all lessons.

Ambitious curriculum plans outline key knowledge, concepts, skills and assessment foci; these plans are mapped for progression to ensure that knowledge, concepts and skills provide secure foundations, build robustly on prior learning and are sequenced appropriately for all learners.

## **Context:**

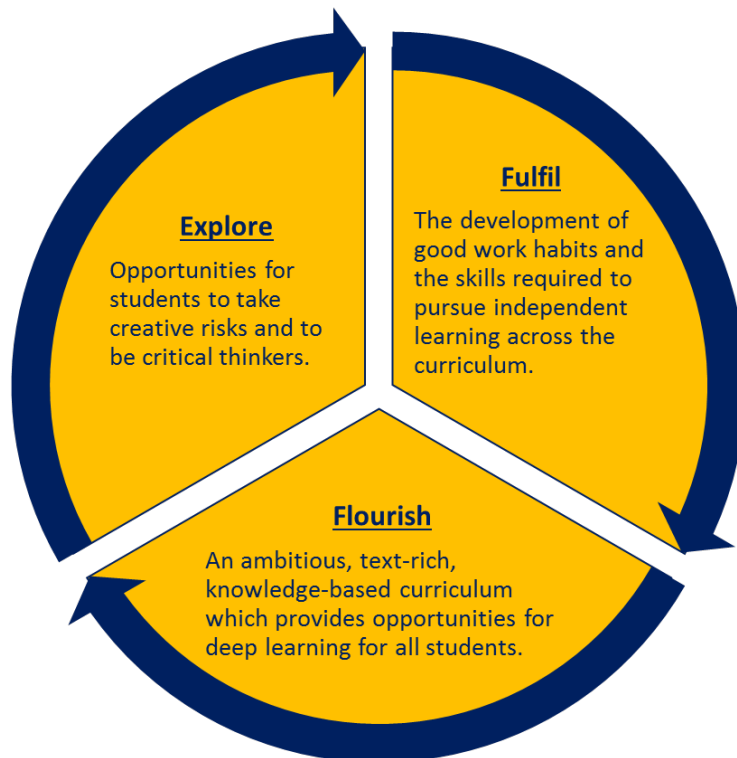
Joyce Frankland Academy, Newport is smaller than the average-sized secondary school. Most of our students are from a White British background and very few speak English as an additional language. The proportion of pupils supported by the pupil premium is below average, as is the proportion of students who have special educational needs or a disability. The proportion of students who enter or leave the school other than at the normal times is above average.

## **Ambitions for our students**

### **We strive to achieve:**

- An ambitious, text-rich, knowledge-based curriculum which provides opportunities for deep learning for all students.
- Opportunities for students to take creative risks and to be critical thinkers.
- The development of good work habits and the skills required to pursue independent learning across the curriculum.
- Literacy and Numeracy skills embedded across the curriculum to allow all students access to learning.
- An environment that supports and develops career and future learning opportunities for all students and staff.
- An inclusive culture in which all are valued and supported to fulfil their potential and flourish.

- A healthy, happy and courteous body of students who complete their 11-18 education at Joyce Frankland Academy and who, having fulfilled their potential here and having contributed positively to our community, are ready to move to the next phase of their learning.
- A professional body of staff who work cooperatively in teams to support learning for all members of the Academy.



### **Curriculum Overview:**

In order to fulfil our ambitious curriculum intent, students begin their secondary education at Joyce Frankland Academy studying a core of traditional subjects complemented by some more modern and practical elements such as computing, music, technology and drama.

Towards the end of Key Stage 3, students are given the opportunity to decide on a range of subjects that they would like to study in a little more depth prior to making the important choices that will determine their KS4 bespoke offer.

At Key stage 4, the majority of our students continue to pursue a curriculum that is broad in both the traditional and the new. The majority of students are encouraged to select the English Baccalaureate route but there is also provision for those for whom this would not be advantageous. Students are supported throughout this options process so that the result is a curriculum which best suits their individual needs and which will prepare them for post-16 choices.

In Years 12 and 13 our ethos is centred around providing students with the qualifications they need to “step up” to university or apprenticeship-degrees. As such, our students follow bespoke curriculums focussed on A-level courses, enabling them to access higher education. All students are provided with super-curricular opportunities to develop life-skills and the knowledge necessary to be successful learners. We alter our curriculum each year depending on the requirements of each cohort.

**At all Key Stages, subjects are taught by specialist teachers who work together to ensure that good practice, commonality of process and student progress are maximised.**

**The school operates a two-week timetable with 5 lessons (each of 1 hour’s duration) per day.**

### **Key Stage 3:**

In Years 7 and 8 all students study the English Baccalaureate subjects, including two languages chosen from French, German, Italian, Spanish and Latin. This core is supplemented by a range of other discrete subjects in which students can develop a range of key skills in preparation for KS4 and beyond. Through these subjects and in other areas of school life, students also learn about and develop their understanding of British Values, Community, Healthy Lifestyles, Relationships and Careers.

### **Year 9:**

As part of a transition to GCSE study, Year 9 students begin to make some choices about subjects they would like to explore in more depth, whilst retaining the core English Baccalaureate elements of the curriculum.

### **Key Stage 4:**

Our Key Stage 4 curriculum is tailored to meet the needs of our students. We retain a strong English Baccalaureate element but offer a broad range of other subjects so that students also have every opportunity to pursue more creative and non-traditional subjects. There is alternative provision for students whose learning is best supported with a wider learning experience.

All students study English Language and English Literature, Mathematics and Science. In Science there is the option to study for the double award or the triple science option. We expect all students to choose either History or Geography and strongly encourage the selection of a Language. Core PE and PSHE are also part of the curriculum for all students at Key Stage 4.

### **Curriculum Allocation: KS3**

<b>Subject</b>	<b>Allocation per fortnight</b>
English	7
Mathematics	7
Science	6
MFL 1	3
MFL 2	3
History	4 (Y7) 3 (Y8)
Geography	3 (Y7) 4 (Y8)
PE	4
Art	2
Music	2
Drama	1
RE	2
Computing	2
Technology	2 + 1 Food
PSHE	1

### **Curriculum Allocation: KS4**

<b>Subject</b>	<b>Allocation per fortnight</b>
English/English Literature	8
Mathematics	8
Science	9
PE	4
PSHE	1
Option Subjects	5

### **Option Subjects at KS4: 2019 -2020**

**Art**

**Computing**

**Drama**

**History**

**Geography**

**Music**

**GCSE PE**

**Business Studies**

**Languages: German, French, Spanish, Latin, Italian**

**Design Technology**

**Food Technology**

**Sociology**

**KS5 Offer: 2019-2020**

Our Key Stage 5 curriculum is tailored to meet the needs of our students and option subjects are finalised in relation to those needs.