

Curriculum Intent

Our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide students with the powerful knowledge they need in order to be successful in their education, future study and employment; to maximise their cognitive development; to develop the whole person and the talents of the individual and to allow all students to be environmentally and socially aware global citizens. By drawing on the best that has been thought, said, and done in each area of academy life, we are confident that our curriculum enables students develop into respectful citizens, to achieve excellence, to be ambitious for their future, and to be proud of their academy and community.

Below, the Sheffield Springs Academy overall curriculum intent is laid out. It is broken down into the general curriculum intent and then the curriculum intent for students within each key stage.

All students at Sheffield Springs Academy should develop a strong set of values and know-how these apply to their lives and their studies. At Sheffield Springs Academy we strive to ensure that our students demonstrate our values of Pride, Excellence and Ambition throughout their time with us and beyond. They should be able to build positive relationships with each other, and with adults, are able to show empathy and should communicate in a way such that they can disagree with others without falling out or arguing.

They will have the ability to question what they hear and form a logical argument. They will have an opinion and can articulate their point effectively but are tolerant of the views of others. Students will understand that learning is not necessarily fun and is often hard; they appreciate learning for its own sake, rather than for explicit reward and will strive for *excellence* in their outcomes. They will learn for a purpose and are *ambitious* about what they want to be and where they want to go and will be guided and supported to seek the routes to achieve this.

We want a Sheffield Springs Academy student to care for the environment, understand the world we live in and be socially, morally, and culturally aware. They will be sensible and safe consumers of modern technology, the internet, and social media; understand how to use technology in a positive way and the risks associated with poor use. Students will be considerate of their own and others' mental wellbeing, and they will have a good idea of how sensible diet, nutrition and exercise affect their own health. Our students will have opportunities to experience places and activities outside their immediate area and represent their school and community with *pride*. This is supported by the Springs Promise and Springs Challenge.

Students at Sheffield Springs Academy will develop literacy and numeracy skills which will enable them to access the GCSE curriculum, be able to make informed decisions about their option choices in Year 9 and how this will support their future ambitions and career goals. Students will develop

independent working skills which will allow them to be prepared for life beyond the school gates, they will develop an ability to utilise their learning in further and higher education, or into employment. Students will develop their skills to have informed and confident conversations and discussions, and utilise powerful knowledge and vocabulary that they have been exposed to in their life after Sheffield Springs Academy. Through PSHE and our pastoral curriculum students will develop their understanding of financial management, social and cultural awareness and being inquisitive thinkers,

able to question the validity of social media and media, and grow into well-rounded emotionally literate young adults.

The Taught Curriculum

KS3 Bands a/b	KS3 Nebula	KS4
<ul style="list-style-type: none"> • 6 English • 5 Maths • 5 Science • 2 History • 2 Geography • 2 MFL • 2 PE • 1 RE • 1 Art • 1 DT/Food • 1 Music • 1 PSHE • 1 Computer Science 	<ul style="list-style-type: none"> • 6 English (+1 during extended day) • 5 Maths (+1 during extended day) • 6 Science (taught as 2 Biology, 2 Chemistry and 2 Physics) • 2 History • 2 Geography • 2 MFL • 2 PE • 1 Art • 1 PSHE • 1 Food • 1 Music • 1 RE • 1 Computer Science • 1 Spanish 	<ul style="list-style-type: none"> • 6 English (3 Language and 3 Literature) • 5 Maths • 6 Science (AQA Trilogy Science – 2 GCSE’s) • 1 Core PE • 3 lessons for each of 4 options of which at least one must be GCSE History or GCSE Geography • The other options are BTEC Art, BTEC Business, BTEC Music, BTEC Sport, BTEC Health and Social Care, GCSE Photography, GCSE French, GCSE Triple Science, GCSE Hospitality and Catering, BTEC Travel and Tourism, RE, Computing, BTEC Performing Arts • PSHE is delivered throughout the timetable and through ACE days.

Curriculum Implementation

*[*link here to the overarching curriculum implementation document*](#)*

This document contains summaries of the taught curriculum on offer at Sheffield Springs Academy. Our curriculum is underpinned by the ‘Framework for Excellence’ that is at the heart of everything we do at United Learning. It sets out the five key principals that we believe are vital to an excellent education for children any young people. Our aim at Sheffield Springs Academy is to provide a curriculum that gives the students an excellent education both in and out of the classroom.

The five key principals are:

- Ambition – the best from everyone. At the heart of the curriculum intent.
- Powerful Knowledge – Knowledge underpins the implementation of our common structure.
- Education with Character – It is essential that we are making opportunities for our students to

develop their character as they become young adults.

- Leadership in every role – We always strive to give all of our students structured leadership opportunities.
- Continuous improvement – We are rigorous in evaluating impact. We stop or change things that require improvement, and we improve things which are.

Subject specialism is at the heart of our curriculum and you will see differences in the way that the curriculum is constructed and assessed in different subjects. Standardised written assessments, for example, play less of a role in performance subjects such as music, drama and physical education, but are clearly more prominent in English, History, Geography, Sciences and RE. The stability of our core curriculum allows subject expertise to develop over time, and we facilitate staff development opportunities to ensure that teachers are able to deliver the powerful knowledge that is key to our student's development. We continue to review and enhance our curriculum and will introduce new courses where this will support and enhance the opportunities our student's receive, broadening their experiences and opening up further opportunities at Post-16.

A 3-year Key Stage 3 provides students with the time and space to gain a secure understanding of the curriculum content, before moving into Key Stage 4 and undertaking either GCSE or BTEC qualifications in both core and elective subjects. In our lessons you will typically see all students grappling with the same challenging content, with teachers providing additional guidance and support for pupils who need it. Rather than moving on to new content, our higher attainers are expected to produce work of greater depth and flair, or respond to more challenging questions and concepts within the same topic.

- curriculum. We expect all teachers to teach difficult concepts well, using Rosenshine Principals as a