

Curriculum Statement - Intent - 'to be the best we can be'

*Our vision for education reflects that of the Church of England and is one that asks **'for everyone to be the best they can be'**. This is rooted in the three basic elements of our school motto – 'Aspiration, Action, and Achievement'*

Educating for Aspiration: Our school community strives to encourage our students to work towards their future goals. Our aim is to wisely guide students to aspire to "Be the best they can be".

Educating for Action: Shaftesbury School aims to provide an education that has a core focus on relationships and commitment to all within the school and local community, ensuring that staff and students alike are supported to make contributions in some aspect of community care within the area of local or worldwide mission. Showing Christ's love in our actions to each other is a vital part of action in our school.

Educating for Achievement: At Shaftesbury School, we want to foster confidence and enjoyment in studying as well as in the development of life skills. Shaftesbury School is committed to nurturing academic habits and skills, emotional intelligence and creativity across the whole range of school subjects, including areas such as the arts, technologies and sport.

Our curriculum is built on a strongly held belief that effective learning takes place when engagement, challenge, feedback, questioning and progress over time are apparent and a commitment to an intent that provides for both knowledge acquisition and the development of key characteristics, namely Character, Social, Academic, Creative and Digital. This is set in a Christian context of an aspirational approach towards all students to promote inclusivity. Therefore our curriculum:

- Will secure a joy for learning
- Will be inclusive and support all children to do more than they thought possible
- Will discover and develop children's talents through variety and innovation
- Will build resilience
- Will empower children to make informed decisions
- Will be delivered by experts
- Will be broad, balanced and stretching
- Will be rich in knowledge and skills, secured through application, developing understanding
- Will link together and blend to provide for rounded young people
- Will allow children to seek meaning and achieve personal growth
- Will be progressive across the key stages so that it logically builds knowledge, skills and understanding by stage

Impact- 'to be the best we can be'

Impact for Aspiration – by the time they leave Shaftesbury School, our pupils will be positive in their mind-set, with a future that is based on a belief that dreams can be realised

Impact for Action – by the time they leave Shaftesbury, our pupils will make informed choices that positively affect both their own wellbeing and that of others and through collaboration, they will make a difference to their community and society

Impact for Achievement – by the time they leave Shaftesbury School, our pupils will be able to read, write, speak and listen effectively and solve mathematical and scientific problems. They will be able to express themselves confidently, creatively and imaginatively. They will have a range of achievements, both personal and academic, that will keep doors open for them as they move on to the next stage of their life

Language of the Curriculum - Definitions

What we mean by 'curriculum' The curriculum is the knowledge and skills that pupils are expected to learn as they progress through our school. The curriculum includes every learning experience a pupil has throughout their time at Shaftesbury School. This is provided through lessons as well as through our wider curriculum which includes: a programme of collective worship, drop days, visits and journeys, sports, competitions, visiting speakers, careers programme, leadership opportunities and tutor time.

What we mean by 'learning' Learning is the alteration in the long-term memory. If a pupil has committed subject content to their long-term memory and this can then be used both in the subject and in other areas of life then this has been learned.

What we mean by 'knowledge' Knowledge is the sum of everything a pupil knows. It is the facts and information acquired from the curriculum and life-experience. This is embedded in the long term memory as a network of accessible memories.

What we mean by 'subject knowledge' Subject knowledge is the subject content or information gained from a specific subject, such as maths, which is committed to long-term memory.

What we mean by 'skill' Skill is the ability to do something well which is acquired through direct experiences and practice.

What we mean by 'wider curriculum' Our wider curriculum contributes significantly to a pupil's knowledge. It includes learning experiences which take place outside of traditional one hour subject specific lessons.

What we mean by 'progress' Progress means knowing more, remembering more and applying more. It is the increase in layering of knowledge acquired.

Content

At Shaftesbury School the National Curriculum Programmes of Study 2014 detail the subject content (or subject knowledge) that is taught at Key Stage 3 (year 7 – 9). The examination specifications detail what needs to be covered at Key Stage 4 (year 10 – 11) although this should never remain exclusive.

Skills

What we mean by 'Character' Mental and moral qualities distinctive to an individual

What we mean by 'Social' Ability to function successfully in a community

What we mean by 'Academic' Study strategies that are applied to learning and education

What we mean by 'Creative' The ability to turn new and imaginative ideas into reality

What we mean by 'Digital' The ability to find, evaluate, utilise, share, and create content using new technologies

The Wider Curriculum

Tutor Programme

Intent - Our tutor programme aim is to contribute to pupil knowledge through a variety of learning opportunities. Being a tutor is a significant responsibility as they are with their tutees every day and build positive relationships.

Implementation - The tutor programme includes Theme for the Week, reflection, collective worship and reading. Tutors will also do a weekly focus on attendance, progress and behaviour.

Assemblies

Shaftesbury School

Aspiration Action Achievement

Intent - The aim of assemblies is to share our school values, to contribute to a pupil's sense of belonging and to contribute to the culture of the school.

Implementation - Pupils gather together in year or house groups every week for assemblies which are led by the Head, senior leaders, house or year progress leaders, the clergy team, visiting speakers or students.

Drop Days

Intent - Our aim for these days is to provide memorable experiences which contribute to a pupil's overall knowledge through exploring ideas in different ways other than their usual subject specific lessons. They will also support the understanding of Christianity in a modern context

Implementation – Depending on the provider, the year group and theme, pupils are given opportunities to learn new ideas or apply knowledge in different ways through a restructured school day

Educational visits

Intent - Visits and journeys will either provide pupils with opportunities to try an activity that they would probably not experience otherwise or have an opportunity to visit somewhere which has significance. Many visits will enhance subject knowledge to enrich their experience

Implementation - Visits and journeys take place throughout the year including holiday periods and are monitored and approved via the EVC and Principal. Pupils can also complete their Duke of Edinburgh qualification which provides a wide variety of additional skills.

Enrichment and after school clubs

Intent - Enrichment and after school clubs give pupils the opportunity to take part in activities they are interested in and may not have opportunity to otherwise take part in. Pupils will gain knowledge and develop a range of skills by taking part including communication and interpersonal skills.

Implementation - The school delivers enrichment opportunities and clubs across every week over the year and these are led by both teaching and support staff

Post 16 wider curriculum

In addition to the core curriculum Sixth Form pupils are provided with a number of drop days. These days are designed to develop their personal skills and employability and provide information for social, health and personal development. There are also Year 12&13 parental engagement evenings where we help Parents to assist their child in discussing progression pathways after Sixth Form.

See also

PSHE/RSE

RE

Careers